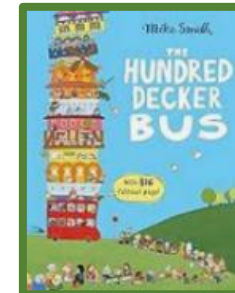
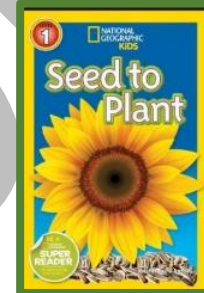
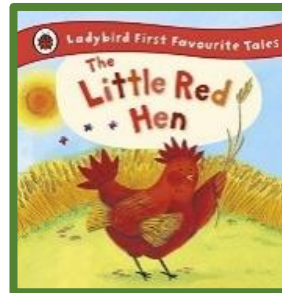
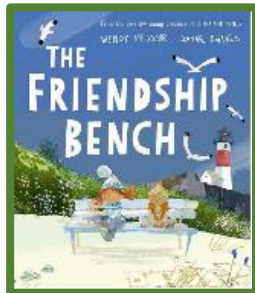
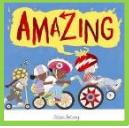
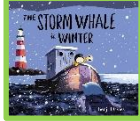
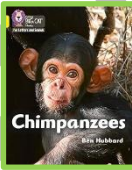
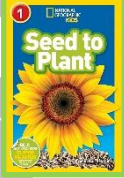
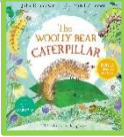
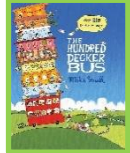


Royton Hall Primary School Reception Curriculum 2026 to 2027



A **sequenced curriculum** to ensure all children make progress and are ready for the next stage of their education.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	Marvellous Me	Autumn & Woodlands	Animals in Cold Countries <i>The Wider World</i>	Animals in Hot Countries <i>The Wider World</i>	Life Cycles	Journeys
Quality Focus Text	 	 	 	 	 	 
Linked Texts	- o We All Have Different Families - o Susan Laughs - o Happy in Our Skin - o Who Are You? - o My Body - o My Book of Dogs and Puppies - o My Hair - o Hello, friend! - o It's OK to be different - o A Superpower Like Mine - o What Happened to You? - o 10 Dogs - o The Colour Monster - o Colour Monster Goes to School - o Funny Bones	- o Shelley Hen Lays Eggs - o From the Garden - o Lift and Look Fruit and Vegetables - o Big Outdoors for Little Explorers: Farm - o Hattie Peck - o Farmer Duck - o Oliver's Vegetables - o The Giant Jam Sandwich - o The Enormous Turnip - o What Can You See in Autumn - o What's Inside? - o Autumn is Here - o After the Storm - o The Very Helpful Hedgehog - o A Little Bit Worried - o Leaf Man	- o The Storm Whale - o Grandma Bird - o The Great Storm Whale - o Hello, Mr Whale! - o Storms - o Whales - o How Long is a Whale? - o The Unexpected Visitor - o Lighthouse Keepers Lunch - o Busy Penguins - o Who Lives Here? Polar Animals - o Penguins - o Lost and Found - o I Can Fly - o Well done, Mummy Penguin - o The Snow Thief	- o Hello Mrs Elephant - o Meerkats - o Big Cat Babies - o Lions - o A Zebra's Day - o Lions - o Arlo - o Solomon Crocodile - o The Blue Umbrella - o Handa's Surprise - o We All Went on Safari - o Hang on Monkey - o We're Roaming in the Rainforest - o Over in the Jungle - o Jazzy in the Jungle - o Chimp and Zee - o Animal Crackers - o From My Window	- o Lift and Look Fruit & Vegetables/Trees/Flowers - o Seeds - o What's Inside - o Extraordinary Gardner - o Jack and the Beanstalk - o That's My Flower - o Sam Plants a Sunflower - o Titch - o Jasper's Beanstalk - o Things with Wings - o Lift and Look Bugs - o Caterpillar to Butterfly - o Christopher's Caterpillars - o A Good Place - o Tad - o Matisse's Magical Trail - o It Fell from the Sky - o Gozzle	- o Make Tracks: Vehicles - o I'm the Bus Driver - o Maps - o Wheels on the Bus - o Naughty Bus - o You Can't Take an Elephant on the Bus - o Martha Maps It Out - o There's a Tiger on the Train - o Christopher's Bicycle - o 10 Things I Can Do to Help My World - o Look What I Found at the Seaside - o Look Inside - Seas and Oceans - o The Unexpected Visitor - o The Wide, Wide Sea - o Stella and the Seagull
Linked Rhymes, Poems and Songs	Rhymes/Poems: - o Heads, Shoulders, Knees and Toes - o Finger Family Song - o Oh Dear! – Michael Rosen Songs: - o Happy Birthday	Rhymes/Poems: - o I'm a Little Pumpkin - o Dingle Dangle Scarecrow Songs: - o Christmas show songs	Rhymes/Poems: - o I'm a Little Penguin Songs: - o Marching in the Snow - o Put Your Coat On - o Mister Wind - o Flip it, Flop it!	Rhymes/Poems: - o Pitter, Patter, Pitter, Patter Songs: - o Wet Wet Wet - o Walking through the Jungle - o Hop, Hop, Hop! - o Easter Bunny	Rhymes/Poems: - o I'm a Little Seed Songs: - o Wake Up! - o New Day Blues - o Everything Starts with a Seed	Rhymes/Poems: - o Wheels on the Bus - o Braving the Sea – Philip Wadell Songs: - o The Journey Home From Grandpa's - o We All Go Travelling By

Trips/Visitors Enrichments	Visitors: - Headteacher story time - Parents/Carers - Grandparents Trip: - Forest School sessions	Visitors: - Birds of Prey Visit - School Photographer Trip: - Autumn Walk to Royton Park - Walk to post box - Christmas Production - Pantomime - Forest School sessions	Visitors: - Site Manager (jobs) - Parent/Carer phonics session Trip: - Forest School sessions	Trip: - Blackpool Zoo - Forest School sessions	Visitors: - Live Caterpillars - Parent/Carer Garden Project Trip: - Forest School sessions - Walk to Lidl (Salad/Veg)	Visitors: - Emergency Services* - Parent Picnic Trip: - Bus Stop traffic survey - Manchester Airport - Forest School sessions
Linked Role Play <i>Indoors and outdoors</i>	- Home Corner – New Baby - Outdoors – To the Café	- Home Corner – Celebrations - Outdoors – Post box and deliveries	- Home Corner – Fix it Time - Outdoors – Traffic Wardens & Hot Chocolate Drive Thru	- Home Corner – Healthy Living - Outdoors – Rhymes and Songs & Safari	- Home Corner – New Pet - Outdoors – Bike Hire & Car Wash	- Home Corner – Holiday Time - Outdoors – Camping Adventure
Celebrations / Festivals / Special Events	Birthdays	- Birthdays - Diwali - Bonfire Night - Christmas	Birthdays	- Birthdays - Easter	- Birthdays - Eid al-Fitr - Sports Day	- Birthdays - World Oceans Day - Transition to Year 1
Forest School	<u><i>Let's Explore Forest School!</i></u> - To understand the rules, boundaries and expectations of Forest School. - To become accustomed to the boundaries and hazards they may encounter. - To explore their natural surroundings. - To create mud faces on tree trunks using natural resources found at forest school.	<u><i>Let's Look After the Animals at Forest School!</i></u> - To understand the effect of the changing seasons on the natural world around them. - To care for the living environment during these changes. - To name the seasons and comment on the changes to their environment that they can see. - To understand the changes to the environment through the winter seasons and why we care for the wildlife. - To create a leaf character using Autumn leaves.	<u><i>Let's Solve the Problem!</i></u> - To develop fine motor skills. - To tie a basic knot. - To learn to work together and understand team dynamics. - To work together to build a den to shelter themselves from the changing season. - To name the seasons and comment on the changes to their environment that they can see. - To work together to predict an outcome with regard to decisions they have made. (bridge building)	<u><i>Let's Use Our Imagination!</i></u> - To understand the effect of the changing seasons on the natural world around them. - To engage in role play using the breadth of their experiences. - To become aware of appropriate sizes when constructing. - To use mathematical language when describing and comparing objects. - To use their imagination to use an object within a role play context. - To describe how the environment has changes during Spring. - To name the seasons and comment on the changes to	<u><i>Let's Find Some Minibeasts!</i></u> - To understand the effect of the changing seasons on the natural world around them. - To find and identify minibeasts. - To understand how to identify minibeasts and provide a habitat for them to live. - To build a bug hotel. - To explore the habitat of a spider.	<u><i>Let's Celebrate with the Woodland Fairies!</i></u> - To understand the effect of the changing seasons on the natural world around them. - To explore the natural environment and understand their value as an individual. - To be aware of their surroundings when collecting natural resources to construct a fairy house. - To understand it's not always okay to take objects that are found in the natural world. - To celebrate their achievements. - To name the seasons and comment on the changes to

				their environment that they can see.		their environment that they can see.
Literacy (English)	Little Wandle Phonics Word Reading & Writing					
	- Learn GPCS: <i>s a t p i n m d g o c k c k e u r h b f l</i> - Read tricky words: <i>is I the</i> - Orally segment and blend - Read and with support, write CVC words	- Learn GPCS: <i>ff ll ss j v w x y z zz qu sh th ng nk</i> - Read tricky words: <i>as and has his her go no to into she he of we me be</i> - Read and write CVC words - Read short sentences - Read words with -s /s/ added at the end - Read words ending in s /z/ added at the end	- Learn GPCS: <i>ai ee igh oa oo oo ar ur ow oi ear air er</i> - Read tricky words: <i>was you they my by all are sure pure</i> - Read and write words with double letters: <i>dd mm tt bb rr gg pp ff</i> - Read longer words with two syllables	- Review Phase 3 - Read and write words with double letters: <i>dd mm tt bb rr gg pp</i> - Read longer words with two syllables - Read and write words with two or more digraphs - Read and write words ending in -ing - Read and write compound words - Read and write words with s /z/ in the middle - Read and write words with -s /s/ /z/ at the end - Read and write words with -es /z/ at the end	- Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - Read tricky words: <i>said so have like some come love do were here little says there when what one out today</i> - Read and write longer words and compound words - Read and write words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est	- Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - Read and write longer words - Secure spelling of tricky words
	Reading & Comprehension – Linked to key texts					
	- Hear initial phoneme in own and others names and words. - Orally rehearse a word for labelling / a list. - Orally blend and segment simple CVC words. - Orally rehearse a simple caption / sentence. - Continue to develop skills of alliteration and oral blending/segmenting. - Begin to identify a word / letter. - Consolidate Concepts about Print – text direction	- Concepts about print (i) follow direction of print - left to right/ top to bottom / 1-1 (ii) identify difference between a word / letter (iii) develop awareness of letter orientation. - Use phonic knowledge to read VC and simple CVC words. - Read the word 'I'. - Begin to read a simple caption / sentence – 4 words. - Identify the beginning, middle and end of story. - Predict some story line.	- Read simple sentences. - Orally rehearse a short sentence for writing. - Sequence story and text retell. - Answer questions with relevant comments. - Ask questions to develop understanding. - Name and talk about different parts of a non-fiction book.	- Sequence story and talk about / show an awareness of story structure – e.g. beginning, middle and end. - Use story map to support retelling of text. - Use story map to support innovation of text. - Orally rehearse label and simple sentences. - Talk about story events, characters and setting in response to questions. - Predict some of the story in response to what has been read.	- Read simple sentences. - Identify, name and talk about different parts of a book – fiction and non-fiction. - Know that a sentence starts with a capital letter and ends with a full stop. - Begin to understand and use new vocabulary. - Predict some of the story line and vocabulary in response to what has been read. - Answer a range of questions with relevant	- Read simple sentences. - Orally rehearse sentences for writing. - Identify, name and talk about different parts of a book, fiction and non-fiction. - Predict some of the story line and vocabulary in response to what has been read. - Answer a range of questions with relevant responses, including some simple inferential and deductive questions.

	(left to right, top to bottom) and 1-1 correspondence. - Talk about story, events and characters. - Begin to understand that names start with capital letters. - Join in with text retelling	- Begin to retell a simplified version of story using a story map. - Foundational phonics – identify alliteration, identify and generate simple CVC rhyming words. - Answer questions with relevant comments – characters / events. - Ask questions to develop understanding.		- Talk about likes and dislikes of characters. - Answer questions with relevant comments. - Ask questions to develop understanding. - Name and talk about different parts of a non-fiction book. - Use page numbers.	responses, including some simple inferential and deductive questions. - Talk about characters – likes / dislikes / links to other familiar texts. - Orally rehearse sentences for writing.	- Talk about events / settings – likes / dislikes / links to other familiar texts.
	<u>Writing</u>					
	- Write own name with correct letter formation. - Begin to apply some taught GPC knowledge for labelling – write first letter using a phoneme mat. - Write for a purpose – label / list / speech bubble. - Orally segment and spell VC / CVC words. - With support, begin to write a simple caption / sentence.	- Orally segment and spell simple CVC words. - With support read back own CVC word writing to make sure it makes sense. - Write own name with correct letter formation. - Begin to read and write a simple 3-word sentence, with a spaces between each words. - Begin to develop an awareness of capital letter and full stop. - Orally rehearse a simple caption /sentence – 3/4 words. - Spell the word 'I'. - Begin to write a simple caption / sentence – 3/4 words. - With support read back own writing to make sure it makes sense.	- Orally rehearse a short sentence for writing. - Spell VC and simple CVC words with increasing accuracy. - Begin to spell CVC words with taught digraphs. - Write a simple sentence with 3 – 5 words. - Begin to write two short sentences with familiar sentence starters from autumn term – <i>I am ... I can ...</i> - Read and spell CVC words, some with taught digraphs. - Use oral segmenting for accurate spelling. - Write a short sentence developing awareness of capital letter, word spacing and full stop. - Begin to write two short sentences developing awareness of capital letter, word spacing and full stop. - Re-read own writing to make sure it makes sense.	- Read, orally segment and write simple CVC words. - Read and write simple sentences using phonic knowledge, including use of some digraphs and recently learnt common exception words - They are she he was the has is... - Work as a group, to begin to write own simple story. - Begin to compose own simple story independently. - Use story map to support innovation of text. - Label a photograph. - Write a short sentence developing awareness of capital letter, word spacing and full stop. - Re-read own writing to check it makes sense.	- Orally rehearse sentences for writing. - Write simple sentences using (i) phonic knowledge (ii) some common exception words (iii) capital letter (iv) word spacing (v) full stop. - Re-read own sentence to check it makes sense.	- Orally rehearse sentences for writing. - Write simple sentences using (i) phonic knowledge (ii) some common exception words (iii) capital letter (iv) word spacing (v) full stop. - Begin to write a short sequence of two/three sentences. - Re-read own sentence to check it makes sense.

Physical Development

P.E Gross Motor

Introduction to PE: Unit 2

- I can make independent choices.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively and take turns with others.
- I understand the rules and can explain why it is important to follow them.
- I use movement skills with developing balance and co-ordination.

Fundamentals: Unit 2

- I am confident to try new challenges, deciding on the skills I use to complete the task.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and congratulate others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.
- I use movement skills with developing balance and co-ordination.

Gymnastics: Unit 2

- I am confident to try new challenges.
- I can combine movements, selecting actions in response to the task and apparatus.
- I can confidently and safely use a range of large and small apparatus.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I work co-operatively with others and take turns.

Balls Skills: Unit 2

- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I persevere when trying new challenges.
- I play ball games with consideration of the rules.
- I play co-operatively and take turns with others.
- I use ball skills with developing competence and accuracy.

Dance: Unit 2

- I am confident to try new challenges and perform in front of others.
- I can combine movements, selecting actions in response to the task.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I show respect towards others when providing feedback.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.

Games: Unit 2

- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and encourage others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.
- I use ball skills with developing competence and accuracy.
- I use movement skills with developing balance and co-ordination.

Fine Motor/Handwriting (Letter Join)

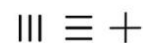
- Children have continuous daily access to fine motor activities and resources throughout the year, focusing on develop key skills. (pinching, scooping, pouring, tweezing, weaving, threading, handling scissors and tools)
- Weekly fine motor challenges in provision.

Pre-writing Patterns

Circles and Spirals



Lines



Diagonals



Pre-writing Patterns

Jellies



Zig-zags



Loopies



Letters

i l t
u w e
c o

Letters

a d
n m h
j y

Letters

g q
b p k

Letters

v s r
f z x

		Waves CCC *				
Maths	Mastering Number <i>Number & Numerical Patterns (+ SSM from White Rose)</i>					
	<u>Subitising</u> Subitising within 3 Subitising to 4; perceptual and conceptual; making 4 <u>Counting, Ordinality and Cardinality</u> Counting sequence; 1:1 correspondence, cardinality <u>Composition</u> Composition of 3 and 4; all numbers can be made of ones <u>Comparison</u> Focus on language and thinking about attributes <u>Circles and Triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position	<u>Counting, Ordinality and Cardinality</u> Focus on counting to 5 and the key representation of '5 fingers on one hand', and the die-five pattern Counting beyond 5 <u>Composition</u> Focus on the concept of 'whole' Focus on the composition of 5 <u>Comparison</u> Comparison by matching, including when groups are equal <u>Shapes with 4 sides</u> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment <u>Mass and capacity</u> Compare mass Find a balance Explore capacity Compare capacity	<u>Subitising</u> Connect subitised quantities to numerals <u>Counting, Ordinality and Cardinality</u> Order numbers to 5 Focus on each number being 1 more than the previous number <u>Composition</u> Focus on the composition of 5 and identify missing parts Introduce the '5 and a bit' structure using fingers and die frames as key representations <u>Comparison</u> Focus on equal and unequal groups <u>Length, height and time</u> Explore length Compare length Explore height Compare height Talk about time Order and sequence time	<u>Subitising</u> Practise subitising within 6 Explore doubles <u>Counting, Ordinality and Cardinality</u> Connect the counting sequence to ordinality Connect ordinality and cardinality through the use of the 'staircase' pattern and explore '1 more' and '1 less' <u>Composition</u> Composition of 7 as 2 groups, with a focus on '5 and a bit' Sort odd and even numbers by looking at their tops; odd blocks and flat tops <u>Comparison</u> Comparison using knowledge of ordinality rather than comparison by matching of quantities Focus on noticing whether a change creates a number which is more or less than another	<u>Subitising</u> Focus on structured arrangements including the 10-frame <u>Counting, Ordinality and Cardinality</u> Count larger amounts and focus on strategies for counting <u>Composition</u> Focus on representations of numbers using fingers and 10-frames Focus on doubles using different representations <u>Comparison</u> Focus on ordinality; comparing numbers <u>Exploring 3D shapes</u> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment <u>Manipulate, compose and decompose</u> Select shapes for a purpose	<u>Subitising</u> 'Seeing' small quantities and numbers within larger quantities Introduction to the rekenrek Link familiar representations such as numbers of fingers to representations on the rekenrek <u>Counting, Ordinality and Cardinality</u> Strategies for counting Recognise the pattern of the counting system when beginning to count beyond 20 <u>Composition</u> Investigate 'parts' and 'wholes' Explore the composition of numbers to 10 Investigate equivalence, doubles and making odd and even numbers Investigate 5 as a key 'anchor' in the number system Begin to generalise about 1 more/1 less within 10 Recall the 'numbers within' 3, 4, 5 and 10 Recall double facts, up to '5 and 5 makes 10' Recall missing parts within 5 <u>Comparison</u>

					<i>Rotate shapes</i> <i>Manipulate shapes</i> <i>Explain shape arrangements</i> <i>Compose shapes</i> <i>Decompose shapes</i> <i>Copy 2D shape pictures</i> <i>Find 2D shapes within 3D shapes</i>	Compare groups of objects that are of different sized/colours/attributes Develop a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2
Personal, Social and Emotional Development	<u>Adult-Led Daily Routines</u>					
	- 'Choose it, Use it, Put it back' – To discuss selecting and using resources in the classroom and outdoor environment. - 'Self-Regulation Station' – To use the SRS to name and explore feelings and identify how others may feel, including as a result of their own behaviour. - To co-regulate with an adult where necessary. Continue to develop the ability to regulate own behaviour and express and moderate feelings in appropriate ways. - To work cooperatively with adults and peers. Begin to find resolutions to conflict (with gradually less adult support). - To continue to develop the skills to manage own basic hygiene, including by brushing teeth daily, washing hands after going to the toilet or outside, or before eating. - To begin to understand the importance of exercise and healthy eating, including trying new foods in snack and at lunch time.					
	<u>PSHE Building Relationships, Self-Confidence and Self Awareness & Managing Self (JIGSAW)</u>					
	<u>Being Me in My World</u> - I understand how it feels to belong and that we are similar and different. - I can start to recognise and manage my feelings. - I enjoy working with others to make school a good place to be. - I understand why it is good to be kind and use gentle hands. - I am starting to understand children's rights and this means we should all be allowed to learn and play. - I am learning what being responsible means.	<u>Celebrating Difference</u> - I can identify something I am good at and understand everyone is good at different things. - I understand that being different makes us all special. - I know we are all different but the same in some ways. - I can tell you why I think my home is special to me. - I can tell you how to be a kind friend. - I know which words to use to stand up for myself when someone says or does something unkind.	<u>Dreams and Goals</u> - I understand that if I persevere, I can tackle challenges. - I can tell you about a time I didn't give up until I achieved my goal. - I can set a goal and work towards it. - I can use kind words to encourage people. - I understand the link between what I learn now and the job I might like to do when I'm older. - I can say how I feel when I achieve a goal and know what it means to feel proud.	<u>Healthy Me</u> - I understand that I need to exercise to keep my body healthy. - I understand how moving and resting are good for my body. - I know which foods are healthy and not so healthy and can make healthy eating choices. - I know how to help myself go to sleep and understand why sleep is good for me. - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. - I know who my safe adults are and how to stay safe if they are not close by me.	<u>Relationships</u> - I can identify some of the jobs I do in my family and how I feel like I belong. - I know how to make friends to stop myself from feeling lonely. - I can think of ways to solve problems and stay friends. - I am starting to understand the impact of unkind words. - I can use Calm Me time to manage my feelings. - I know how to be a good friend.	<u>Changing Me</u> - I can name parts of the body. - I can tell you some things I can do and foods I can eat to be healthy. - I understand that we all grow from babies to adults. - I can express how I feel about moving to Year 1. - I can talk about my worries and/or the things I am looking forward to about being in Year 1. - I can share my memories of the best bits of this year in Reception.
	<u>Science Natural World</u>					

Understanding the World

<u>Our Bodies</u> - To talk about and describe people with a growing awareness of similarities and differences. (<i>Link to texts: 'My Hair' and 'Happy in Our Skin'</i>) - To verbally label parts of the human body and explain what they do, e.g., legs for standing, walking, running etc. - To name some internal organs and know the job they do in simple terms. (heart, brain, lungs) - To sequence the human growth timeline with pictures. <u>Natural Phenomena: Different Seasons & Weather</u> *Throughout the year* To name the 4 seasons and notice the changes it makes to our natural surroundings. (Forest School)	<u>Animals & Habitats: Woodland Creatures</u> (<i>Links to DT</i>) - To know what the word 'habitat' means. - To name simple features of a woodland habitat. (trees, logs, holes, piles of leaves, bushes, hedgerows) - To name some woodland creatures. (fox, mole, squirrel, hedgehog, rabbit, owl) - To name some animals that are nocturnal and articulate why humans are not nocturnal. - To understand what hibernations needs and why some animals hibernate. <u>Natural Phenomena: Light & Shadow</u> - To name some light sources. - To know where light comes from in the day and at night. - To investigate shadows in natural and artificial light.	<u>Animals & Habitats: Cold Creatures</u> - To name 3 animals that live in colder climates. - To identify the key characteristics of the animals – what they look like/how they move. - To know some simple facts about penguins. (features, diet, habitat etc) - To describe a penguin's habitat in Antarctica and know what they need to survive. <u>Natural Phenomena: Freezing and Melting</u> - To explore water - freezing and melting, explaining what we can see happening and why. <u>Waterproofing</u> (<i>Links to DT</i>) - To understand what waterproof means and to test whether materials are waterproof. <u>Forces</u> (<i>Links to DT</i>) - To understand what the terms 'float' and 'sink' mean. - To test and make predictions for which materials/objects float or sink.	<u>Animals & Habitats: African Animals</u> - To name the 'Big 5' African animals. (lion, leopard, rhinoceros, elephant, African buffalo) - To describe habitats for animals in hotter climates and know what they need to survive. - To know some simple facts about elephants and chimpanzees. (features, diet, habitat etc)	<u>Animals & Habitats: Minibeasts</u> - To name and describe 5 minibeasts. - To describe habitats for minibeasts. - To explain the simple differences between butterflies and moths. <u>Life Cycles</u> - To sequence the life cycle of a butterfly and a moth. - To sequence the growth of a sunflower. <u>Plants</u> - To label the parts of a plant. (seed, root, stem, leaf, petal) - To know what a plant needs to grow. (sunlight, soil, water)	<u>Animals & Habitats: Sea Creatures</u> - To name and describe 5 ocean animals. - To recall some simple facts about ocean animals. (shark, orca, clownfish, crab, turtle, stingray) <u>Respect for Environment</u> - To explain in simple terms how and why we should look after our oceans. (link to World Oceans Day) - To explain what recycling means and take part in this process in the classroom <u>Forces</u> - To explore and describe different ways of moving vehicles – push, pull, blow - To explore and describe ways to change the speed or direction or distance travelled of vehicles.
<u>History Past & Present</u>					
<u>My History</u> - To understand the term 'past' and this can be recent or a long time ago.	<u>Local History</u> - To name some familiar places in Royton.	<u>Changes I See</u> (Forest School) - To name the 4 seasons.	<u>Lives of Significant People (Royal Family)</u> - To know what a king and queen are and that we	<u>Changes I See</u> - To sequence pictures of the sunflower plant's	<u>Changes with living memory</u> - To talk about the differences of vehicles from

- To begin to make sense of their own life story - recalling events such as; last birthday, family events such as holidays etc. - To discuss members of their immediate family with simple detail, i.e; name, age, hair colour, jobs etc - To explain how they have changed since birth and since starting nursery. - To articulate their future aspirations and occupations. <u>Black History Month</u> - To know who Ella Fitzgerald/Louis Armstrong were and explore some of their music.	- To explore what Royton looked like over time. - To discuss the changes we can see to local buildings.	- To recount seasonal changes observed so far.	currently have a king called King Charles III. - To name some other members of the royal family. - To explore what King Charles does for our country and find out about key events over his lifetime. - To know we have a national anthem and that this song has been used for many years.	growth in chronological order. - To explain the changes seen when growing a sunflower. - To sequence pictures of the life cycle of a butterfly & moth in chronological order. - To explain the changes seen from caterpillar to butterfly/moth.	today with vehicles in the past.
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Geography *Natural World & People, Cultures and Communities*

- To find the different provision areas in the classroom, locate the resources they need independently.
- To explore and describe weather daily.
- To explore and describe the four seasons of the year (also through Forest School)
- To talk about environmental changes they see in the school grounds, reflecting on previous findings.

<u>My School</u> - To know the name of our school is Royton Hall. - To know that we use maps to help us find our way from one place to another. - To locate our school on a simple map of the area. - To recognise and name features on a map of our school. - To create our own maps of our school. <u>Human Geography - Occupations</u> - To learn about the job role of an optician/nurse	<u>My Town and Country</u> - To know that our school is in Royton. - To know that Royton is part of the UK. - To locate familiar landmarks on a map of Royton. - To explore Royton Park, naming and describing what we can see. - To know that a globe shows all the places on planet Earth. - To point to the UK on the globe. - To know that the capital of the UK is London. - To being to articulate the geographical differences	<u>Antarctica</u> - To point to where Antarctica is on a globe and a world map. - To know that Antarctica has a colder climate than the UK. - To know that Antarctica is the coldest place on Earth. - To know that the South Pole is in Antarctica. - To know that icebergs are found in Antarctica. - To know that penguins, whales and seals can be found in Antarctica.	<u>Africa</u> - To point to where Africa is on a globe and a world map. - To know that Africa has a hotter climate than the UK. - To know that there are deserts in Africa. - To know that Africa has the world's longest river. (Nile) - To know the pyramids of Egypt are in Africa. - To know The Big 5 animals of Africa. (lion, leopard, rhinoceros, elephant, African buffalo) - To talk about how lives may be similar or different in some places of Africa in	<u>Directions & Map Work</u> - To be able to point left and right. - To listen carefully and follow directions around the school grounds. (forwards, backwards, left, right, turn, up, down) - To look for and record minibests in the outdoors. - To use a simple map of the outdoor area to record where the minibests were found.	<u>Oceans</u> - To point to where the ocean and land are on a globe and world map. - To name one of the oceans. - To describe what they would find in an ocean. (water, seaweed, coral, rocks, sand, animals etc) <u>Transport</u> - To name vehicles that can be used to travel on land, in air and on sea. <u>Map Work</u>
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	and name some equipment that they may use.	between towns, cities and countries. <u>Human Geography - Occupations</u> - To learn about the job role of a baker and name some equipment that they may use.	- To know that humans don't live in Antarctica. <u>Transport</u> - To name different types of boats. - To compare the uses of boats.	comparison to our country. (e.g – travel to school, what a classroom looks like, where people live etc) <u>Human Geography - Occupations</u> - To learn about the job role of a dentist and name some equipment that they may use.		- To observe and recall locations spotted on a local bus journey. - To draw a map of their journey from their home to school. <u>Human Geography - Occupations</u> - To learn about the job roles in the emergency services and name some equipment that they may use.
<u>RE People, Cultures and Communities</u>						
<u>Which places are special to members of our community?</u> <i>Which places are special for Christians? Why?</i> - Name and talk about the church as a special place for Christians - Talk about why churches are special places for Christians - Experience stillness and times of reflection, responding to what they see, hear, smell, touch and feel <i>Which places are special for Muslims? Why?</i> - Name and talk about the mosque as a special place for Muslims - Talk about why mosques are special places for Muslims. - Experience stillness and times of reflection, responding to what they see, hear, smell, touch and feel.	<u>Who cares for me and how do I help others?</u> <i>How does the life and example of Jesus teach people about how to care for others?</i> - Talk about the importance of Jesus for Christians. - Listen carefully to a story about Jesus' and say what happened in the story. <i>What do Jesus' stories tell us about how we can care for others?</i> - Recall that Jesus is a special person for Christians - Listen carefully to a story. - Talk about what the story teaches about caring and about God. <i>How does the life and example of the Prophet Mohammed teach people about caring for others?</i>	<u>Who belongs in my family and community?</u> <i>What groups do we belong to?</i> - Talk about the groups they belong to e.g., my family, my class, my school, my place of worship. - Talk about people in school and their roles - Explore and find out about faith groups that they and others belong to. <i>What does it mean to belong to a faith community?</i> - Talk about faith groups that they and others belong to. <i>How does the life of Jesus teach people about friendship?</i> - Talk about the special friends of Jesus.	<u>How do people celebrate special times in Spring?</u> <i>How and why is Eid ul-Fitr celebrated?</i> - Talk about different ways to celebrate. - Talk about celebrations which include special meals and family celebrations. - Talk about the importance of caring for others. <i>What happens before and during Lent?</i> - Talk about traditions and celebrations linked to Lent. - Talk about celebrations and begin to notice the celebrations which are important to others. - Recognise some cultural and religious celebrations. <i>Why is Easter important to Christians?</i> - Listen to and retell the Easter story	<u>Why are some objects special?</u> <i>What artefacts and books are special to Christians?</i> - Talk about what they can see - Talk about what the Bible is and compare a child's version and an adult's version - Talk about objects that are special for Christians <i>What artefacts and books are special to Muslims?</i> - Talk about the Qur'an as a special book for Muslims - Talk about what they can see - Talk about what the Qur'an is and compare a child's version and an adult's version <i>What artefacts are special to Hindu families?</i> - Talk about how Hindu families worship at home.	<u>How do we understand and care for the world?</u> <i>What does the word creation mean?</i> <i>What is the Christian story of creation?</i> - Listen to and talk about the creation story from the Bible. - Name something that Christians believe was created by God. - Talk about why Christians believe they should be thankful and look after the world. <i>What do Muslims believe about creation?</i> - Notice the common tradition of the creation story in Islam, Christianity and Judaism – that God created everything from nothing. - Talk about the role of the Khalifa – someone who looks after the world. <i>What is the Hindu story of creation?</i>	

	<i>Which places are special for Hindus? Why?</i> - Name and talk about the Mandir as a special place for Hindus	- Talk about Prophet Mohammed as a special person for Muslims. - Listen carefully to a story about the Prophet Mohammed - Talk about the prophet Mohammed's teaching about caring for others. <u>How do people celebrate special times?</u> <i>What is a celebration?</i> - Talk about their own celebrations and begin to notice the celebrations which are important to others. <i>What happens at festivals? (Harvest, Diwali, Christmas)</i> - Talk about what happens at the Harvest festival and begin to think about why Christians celebrate the Harvest. - Talk about celebrations and begin to notice the celebrations which are important to others. - Listen carefully to the story of Rama and Sita and understand that Hindus celebrate the happy ending to the story. - Talk about and experience celebrations which include light, music and dancing. - Listen to and retell the Christmas story - Talk about how Christians and others celebrate Christmas.	- Listen carefully to a story about Jesus' and say what happened in the story. - Talk about how Jesus gave a good example of friendship.	- Talk about how Christians celebrate and remember Easter Sunday. - Talk about how Christians remember Jesus at Easter time and listen to the stories they tell about him. - Begin to recognise some symbols found at Easter and what they represent.	- Talk about what they can see - Look carefully at the objects on a puja tray and say what they are used for.	- Listen to and explore the Hindu story of creation. - Notice some sounds and images in relation to the Hindu story of creation. - Continue to develop a sense of awe and wonder at the natural world. <i>How can we look after our world?</i> - Talk about how we can care for our immediate environment. - Show care and concern for living things e.g. grow and look after plants or pets. - Talk about the responsibility of looking after the world either as a believer or non-believer.
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		- Begin to think about how Christians share their 'good news' message about Jesus' birth.				
	Computing					
	<u>Systems and Networks - Technology Around Us</u> - To name different technology in their home and explain what it is used for. (TV, washing machine, microwave, oven, mobile phones, tablets, games consoles) - To name some technology in the world around us and say who may use it. (traffic lights, cars, aeroplanes, card machines, walkie talkies, sat nav, x-ray machine)	<u>Systems and Networks - Operating Hardware & Software</u> - To know how to switch an iPad on and select an app. - To know how to take a picture on an iPad. - To know how to record a video on an iPad. - To know how to use a QR code with the iPads to access stories & nursery rhymes.	<u>E-Safety</u> - To give reasons why we need to stay safe online. - To know that they need to ask an adult before using a device and to check anything they are unsure of.	<u>Creating Media – Digital Drawing</u> - To draw a picture on the IWB app and know how to create a shape and fill it. - To know how to change the colour of the pen and erase it.	<u>Programming – Moving a Robot</u> - To know how to program a BeeBot to go forwards, backwards, left and right. - To program a BeeBot to go along a path using different directions.	<u>Programming – Coding</u> - To be able to complete a simple coding game on an iPad.
Expressive Arts and Design	Everyday Provision					
	- To use playdough – moulding, shaping and adding detail. - To engage in both free choice and adult directed activities: children are taught new skills with the opportunity to embed these. - To experiment with colour, form, function, texture and design through a range of media and materials, which grow and vary throughout the year. - To use transient art materials for exploration of shape, making links with creative and mathematical play. - To articulate purpose and to move from exploration into creation, particularly with painting. - To use a range of construction and joining tools for ongoing experimentation and mastery. - To use a range of musical instruments and expressive materials – scarves, ribbons, wands – available for performances.					
	Art Creating with Materials & Being Imaginative and Expressive					
	<u>3D Sculpture – Transient Art</u> Artist Focus: Andy Goldsworthy - To explore artwork by Andy Goldsworthy and describe what shapes and patterns they can see. - To recreate art work by Andy Goldsworthy. - To use loose parts to create a self-portrait in the style of Andy Goldsworthy.	<u>Printing</u> - To print using leaves to create a leaf person, inspired by The Leaf Man text. (Linked to Forest School) <u>3D Sculpture</u> - To know how to roll clay into a ball. - To know how to flatten a ball of clay using palm of hand.	<u>Drawing</u> Artist Focus: Zaria Forman - To name cool colours. - To explore the work of Zaria Forman and describe what colours they can see and describe how it makes them feel. - To use pastels to recreate an icy landscape	<u>Collaging</u> Artist Focus: Henri Matisse - To explore the work of Henri Matisse and describe what shapes, colour and patterns they can see. - To know how to use the technique of collaging. (tearing and ripping paper) - To recreate art work by Henri Matisse. (create own	<u>Drawing</u> Artist Focus: Vincent Van Gogh - To describe what colours and shapes they can see when looking at flowers. - To make observational drawings of flowers. - To draw with increasing control.	<u>Painting</u> - To look at pictures of the ocean and name the different colours we can see. - To explore colour mixing to make lighter and darker shades of blue and green. - To know how to paint using watercolours to create a picture of the ocean using different shades of blues and greens.

	- To use loose parts to create faces showing different emotions. - To use pebbles, stones and sticks to make 'Pebble People' to represent their family. - To use mud and natural resources to create a mud face. (Forest School)	- To know how to manipulate clay to make different shapes. (create Diva lamps) - To use a variety of tools to make patterns into clay.	inspired by Zaria Forman artwork. - To know how to blend and smudge pastels using fingers.	patterned collaged umbrellas)	- To add simple detailing onto drawing of flowers using dots and lines. - To recreate artwork by Vincent Van Gogh. (Sunflowers)	
DT <i>Creating with Materials & Being Imaginative and Expressive</i>						
	<u>Exploring Materials: Shaping and Attaching</u> - To know how to hold a pair of scissors correctly to make snips in paper. - To use scissors to cut paper and other materials into desired shapes. - To explore different ways to attach materials together. (glue, sellotape, staples, elastic bands) - To attach materials together to build a friend for the 'friendship bench'.	<u>Seasonal Projects: Hibernation Boxes</u> (Links to science) - To design and make a hibernation box. - To understand what hibernation needs and why some animals hibernate. - To talk about and explain ideas. - To use a variety of materials for a purpose. <u>Cooking and Nutrition: Baking Bread</u> - To taste different types of bread and discuss flavours and preferences. - To observe and help (where appropriate) with the use of tools to prepare ingredients. - To discuss the changes they see happening when combining ingredients together, using their senses. - To describe the finished product and evaluate the process.	<u>Structures: Design and Make Boats</u> (Links to science & geography) - To investigate how the shape and structure of boats affects the way they move. - To design a boat. - To use knowledge from exploration to inform design. - To create a boat based upon their own design. - To make a boat that floats and is waterproof, considering material choices. - To test their design and reflect on what could have been done differently.	<u>Textiles: African Necklaces & Baskets</u> - To develop threading and weaving skills. - To be able to thread beads onto a piece of string with control. - To thread beads into patterns on string to make an African necklace. - To tie a knot in the end of string to create a necklace. - To practise and apply threading skills with specific materials e.g. Binca and wool. - To thread coloured wool through Binca to make an African basket.	<u>Seasonal Projects: Flower Threading</u> - To use a range of tools and techniques to create a threaded spring flower. <u>Cooking and Nutrition: Designing a Rainbow Salad</u> - To design a rainbow salad recipe. - To name their ingredients. - To use chopping and grated equipment safely and with control. - To taste their creation, reflecting upon flavours and textures. - To discuss preferences and what they would do differently next time.	<u>Structures: Junk Modelling - Transport</u> - To explore and investigate the tools and materials in the junk modelling area. - To develop scissor skills. - To investigate cutting different materials. - To learn how to plan and select the correct resources needed to make a model. - To verbally plan and create a junk model. - To share a finished model and talk about the processes in its creation. - To explore different ways to temporarily join materials together.
Music <i>Being Imaginative and Expressive (Twinkl)</i>						
	<u>Autumn</u> - Listen attentively to sounds.	<u>Light and Dark & School Production</u>	<u>Transport</u> - Responds to sounds, instruments and pieces of	<u>Growing</u> - Responds to sounds, instruments and pieces of	<u>Minibeasts</u> - Taps rhythms to accompany words.	<u>The Seaside</u> - Responds to sounds, instruments and pieces of

	- Listen to recorded performances and live music making. - Respond to pieces of music through: → expressing thoughts and feelings; → movement; → mark making and drawing. - Recognise and respond to a steady beat by clapping or tapping along. - Sing the melodic shape of familiar songs. - Remember and sing entire songs. - Use sounds to express experiences, ideas and feelings. - Know how to play instruments properly to produce a musical sound. - Keep a steady beat while playing instruments. - Enjoy performing solo and in groups.	- Respond to sounds, instruments and pieces of music through movement. - Recognise and respond to a steady beat by clapping or tapping along. - Recognise and respond to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. - Identify and match instruments to their sounds. - Listen to recorded performances and live music-making sessions. - Listen attentively to sounds. - Improvises own songs based on familiar songs or nursery rhymes by changing some of the words. - Remembers and can sing entire songs. - Uses voice creatively in singing games, e.g. speaking, chanting, singing. - Sings the melodic shape of familiar songs. - Leads or is led by other children in their music-making. - Explores the sounds of different instruments, recognising how they can be changed. - Uses sounds to express experiences, ideas and feelings. - Plays instruments with increasing control to play different dynamics and tempos. - Knows how to play instruments properly to produce a musical sound.	- music through movement. - Recognises and responds to a steady beat by clapping or tapping along. - Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. - Listens to recorded performances and live music-making sessions. - Listens attentively to sounds. - Identifies and matches instruments to their sounds. - Uses voice creatively in singing games, e.g. speaking, chanting, singing. - Remembers and can sing entire songs. - Sings the melodic shape of familiar songs. - Leads or is led by other children in their music-making. - Uses sounds to express experiences, ideas and feelings. - Explores the sounds of different instruments, recognising how they can be changed. - Adds sound effects to stories using voice or instruments. - Plays instruments with increasing control to play different dynamics and tempo.	- music through movement and mark making/drawing. - Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. - Describes the sounds of different instruments. - Listens to recorded performances and live music-making sessions. - Listens attentively to sounds. - Uses voice creatively in singing games, e.g. speaking, chanting, singing. - Is able to 'pitch match'. - Sings the melodic shape of familiar songs. - Remembers and can sing entire songs. - Leads or is led by other children in their music-making activities. - Adds sound effects to stories using voice or instruments. - Enjoys performing solo and in groups.	- Recognises and responds to a steady beat by clapping or tapping along. - Responds to sounds, instruments and pieces of music through movement. - Listens to recorded performances and live music-making sessions. - Listens attentively to sounds. - Remembers and can sing entire songs. - Sings the melodic shape of familiar songs. - Creates rhythms using instruments and body percussion. - Leads or is led by other children in their music-making. - Plays instruments with increasing control. - Enjoys performing solo and in groups - Knows how to play instruments properly to produce a musical sound. - Keeps a steady beat while playing instruments.	- music through expressing thoughts and feelings. - Listens to recorded performances and live music-making sessions. - Describes the sounds of different instruments. - Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. - Recognises and responds to a steady beat by clapping or tapping along. - Identifies and matches instruments to their sounds. - Sings the melodic shape of familiar songs. - Improvises own songs based on familiar songs or nursery rhymes by changing some of the words. - Uses voice creatively in singing games, e.g. speaking, chanting, singing. - Leads or is led by other children in their music-making. - Explores the sounds of different instruments, recognising how they can be changed. - Uses sounds to express experiences, ideas and feelings. - Creates music based on a theme. - Operates simple music technology. - Knows how to play instruments properly to produce a musical sound. - Keeps a steady beat while playing instruments.
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			- Knows how to play instruments properly to produce a musical sound. - Keeps a steady beat while playing instruments. - Enjoys performing solo and in groups.		- Enjoys performing solo and in groups. - Plays instruments with increasing control to play different dynamics and tempo.
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COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters [also see links to Reading Comprehension]

VOCABULARY: Learn and use new words through first hand experiences, rhymes, songs, poems, stories and non-fiction books.

Listening, Attention and Understanding

- **Listen carefully** to practitioners / peers and understand why listening is important:
 - One-to-one
 - Small groups activities
 - **Begin to** within whole class inputs } 10 / 15 minutes
- Listen to familiar and **new rhymes, songs and poems**
 - **Begin to** listen to how they sound
- Listen to, **engage and talk about familiar and new stories**
 - Remember much of what happens / order of events
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- **Begin to** listen to and **enjoy non-fiction books**
- Understand and **follow** a two-part instruction:
 - Linked to daily routine
 - Within a small group activity
 - Within whole class activities / events
- Understand a **range of questions:**
 - 'Who', 'what', 'where' and 'why' questions

Listening, Attention and Understanding

- **Listen carefully** to practitioners, peers and visitors, respond with relevant comments
 - Back-and-forth conversations with familiar people
 - Group and some whole class inputs [15 / 20 minutes]
- Listen to familiar and **new rhymes, songs and poems**
 - Listen to and **begin to** talk about how they sound
 - **Begin to** understand humour
- Listen to, engage and talk about **familiar and new stories**
 - Remember much of what happens
 - Join in with some longer repeated refrains
 - Join in with text retelling with actions, including non-fiction
- Listen to, engage and respond to **non-fiction books**
 - **Begin to** develop familiarity with new knowledge and vocabulary
- **Begin to** understand and follow **an instruction with several parts:**
 - Group and whole class activities / events
 - Some school events
- Understand a **wide range of questions:**
 - Answer 'Who', 'what', 'where' and 'why' questions with relevant comments
 - **Begin to** ask questions to clarify own understanding

Listening, Attention and Understanding

- **Listen attentively** to practitioners, peers and visitors, respond with relevant comments and ask questions
 - Back-and-forth conversations with familiar and new people
 - Whole class inputs / discussions [15 / 20 minutes]
- Listen to familiar and **new rhymes, songs and poems**
 - Listen to and talk about how they sound
 - Understand some humour
- Listen to, engage and talk about **familiar and new stories**
 - Remember much of what happens
 - Join in with text retelling with actions, including non-fiction
- Listen to, engage and respond to **non-fiction books**
 - Develop familiarity with new knowledge and vocabulary
- Understand and follow an **instruction with several parts:**
 - Group and whole class activities / events
 - School events
- Understand a **wide range of questions:**
 - Answer a range of 'Who', 'what', 'where' and 'why' questions with relevant comments
 - Ask questions to clarify own understanding

Speaking

- Use **new vocabulary** throughout the day, in different contexts within 1:1 conversations and small group activities, talk about:
 - Familiar and new experiences / activities / feelings
 - Favourite / new books [fiction and non-fiction]
- **Develop communication:**
 - Use different tenses [correct use of some irregular tenses]
 - Use regular and some irregular plurals correctly
 - **Begin to** use well-formed sentences with a range of sentence starters
 - Join sentences with *and / because / but*
 - **Begin to** describe events in some detail
 - Use some social phrases – *greetings*
 - Start a conversation with an adult / friend
 - Engage in back-and-forth exchanges
- Learn new **rhymes / songs / poems**
 - Join in with actions / props
 - Fill in some missing words
 - Use rhymes and songs in child-initiated learning
- **Begin to use talk to**
 - Organise thinking and activities

Speaking

- Use **new vocabulary** throughout the day, in different contexts and within some whole class activities:
 - Talk about new experiences / activities / books
 - **Begin to** participate in discussions, offer own ideas and express feelings
- **Develop communication:**
 - Use well-formed sentences with increased accuracy of tenses and plurals
 - Use a variety of sentence stems
 - Join sentences with *or / so*
 - Describe events in some detail. **Begin to** use some vocabulary of time – *first, then, next*
 - Use some social phrases – *polite requests*
 - Engage in longer back-and-forth conversations
- Learn increasing repertoire of **rhymes / songs / poems**
 - Join in with actions / props
 - Perform in a small group / independently
- **Use talk to**
 - Organise thinking and activities
 - Work out problems
 - Explain how things work / why things might happen

Speaking

- Use **new vocabulary** throughout the day, in different contexts and within some whole class activities:
 - Talk about new experiences / activities / books
 - Participate in discussions, offer own ideas and express feelings
- **Develop communication:**
 - Use well-formed sentences with increased accuracy of tenses, plurals and variety of sentence stems
 - Join sentences with *rather than / as if ...*
 - Describe events in detail using some vocabulary of time – *first, then, next, afterwards*
 - Use some social phrases – empathy and kindness
 - Engage in longer back-and-forth conversations
- **Learn increasing repertoire of rhymes / songs / poems**
 - Join in with actions / props
 - Perform in a small group / independently
- **Use talk to**
 - Organise thinking and activities
 - Work out problems
 - Explain how things work / why things might happen

- Work out problems - Explain how things work / why things might happen		
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships - JIGSAW		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Self-Regulation / Executive Function ▪ Begin to identify and moderate own feelings socially and emotionally - Think about the feelings and perspectives of others ▪ Express and talk about emotions - Develop vocabulary using images / expression / words ... <i>frustrated</i> - Use full sentences ... <i>I feel frustrated because</i> ▪ Begin to regulate own behaviour appropriately ▪ Manage transitions throughout the day, familiar and new ▪ Follow classroom routines and expectations with visual prompts - Begin to understand why rules are important ▪ Wait for a turn in small and larger group activities ▪ Concentrate on achieving something that is important to them	Self-Regulation / Executive Function ▪ Identify and moderate own feelings socially and emotionally - Think about the feelings and perspectives of others ▪ Express and talk about emotions, self and others - Extend vocabulary using images / expression / words ... <i>annoyed, proud</i> - Use full sentences ... <i>I feel annoyed because</i> ▪ Begin to regulate own behaviour accordingly in a range of contexts ▪ Know the daily routine and learning expectations - Begin to pre-empt what is coming next ▪ Wait for a turn in a range of contexts and control immediate impulses ▪ Concentrate on achieving a given task	Self-Regulation / Executive Function ▪ Show an understanding of own feelings and those of others - Extend vocabulary using images / expression / words - Talk about feelings & perspectives of others using full sentences - Begin to regulate behaviour accordingly ▪ Know the daily routine and learning expectations - Give focused attention and respond appropriately - Pre-empt what is coming next & begin to organise self accordingly ▪ Participate in transition events into KS1
Managing Self ▪ Be independent within self-care routines - Toileting / handwashing / snack time / lunch time - Dress independently for outdoor learning / P.E lessons ▪ Begin to understand and make healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Importance of being active and spending time outdoors ▪ Make independent learning choices indoors and outdoors - Use a familiar resource independently and put it away - Develop confidence to explore new resources and try new activities - Prepare self for a familiar activity - Follow an instruction / adult direction - Engage in sustained learning including weekly challenges ▪ Begin to develop resilience and perseverance in the face of challenge ▪ Begin to review, adapt and correct own mistakes ▪ Follow classroom rules and expectations with visual prompts	Managing Self ▪ Manage own personal hygiene and self-care routines ▪ Understand and begin to talk about healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Having a good sleep routine, including tooth brushing - Not having too much screen time - Importance of being active and spending time outdoors ▪ Make independent learning choices indoors and outdoors - Use a range of familiar and new resources and activities - Access additional resources to extend learning - Engage in purposeful learning, including weekly challenges ▪ Continue to develop resilience and perseverance in the face of challenge ▪ Begin to review, adapt and correct mistakes independently ▪ Follow classroom rules and expectations with reminders	Managing Self ▪ Understand and talk about healthy choices - Which foods / drinks are <i>healthy / unhealthy</i> - The importance of tooth brushing and visiting the dentist - Having a good sleep routine, including tooth brushing - Not having too much screen time - Importance of being active and spending time outdoors ▪ Know and talk about being a safe pedestrian ▪ Make independent learning choices indoors and outdoors - Engage in purposeful learning, including weekly challenges / adult-initiated activity [introduction of Y1 teaching model] ▪ Show resilience and perseverance in the face of challenge ▪ Review, adapt and correct mistakes independently ▪ Follow and explain classroom rules and expectations ▪ Know what is right and wrong and behave accordingly
Building Relationships ▪ See self as a valuable individual within the class - Someone who has needs / interests / strengths ▪ Develop positive relationships with practitioners and peers - Ask practitioner or friend for <i>help</i> when needed - Share achievements with familiar adult / peer - Begin to develop special friendships - Show sensitivity to the needs and feelings of others - Seek help from an adult for a peer who is upset - Know some actions can hurt the feelings of others	Building Relationships ▪ See self as a valuable individual within the class - Describe self, using positive language ... <i>special, proud...</i> - Understand why it is good to belong - Know that everyone has similarities and differences - Why it is good to be different ▪ Continue to develop positive relationships with practitioners and peers - Talk about what makes a good friend ... <i>kind, caring, respectful</i> ▪ Play with others, partner or small group, indoors / outdoors	Building Relationships ▪ See self and others as valuable individuals within the class - Describe self / others using positive language ... - Celebrate similarities and differences - Talk about a friend and what makes them special ▪ Continue to develop positive relationships with practitioners and peers ▪ Play with others, partner or small group, indoors / outdoors ▪ Engage in collaborative learning - Set shared goals and adapt as needed ▪ Find solutions to rivalries and conflicts with independence

- Begin to know that everyone has similarities and differences ▪ Play with others, partner or small group, indoors / outdoors - Listen and respond to the ideas / wishes and interests of others - Extend and elaborate play ideas ▪ With support begin to find solution to rivalries and conflicts - Share resources and turn take with others ... <i>my turn, your turn</i> - Develop appropriate ways to being assertive ... <i>It's my turn now.</i>	▪ Engage in collaborative learning - Set shared goals and begin to adapt as needed ▪ Begin to find solutions to rivalries and conflicts with independence - Share resources and take turns with others - Talk with others to settle a peer conflict / difference of opinion - Develop appropriate ways to being assertive	- Share resources and take turns with others - Talk with others to settle a peer conflict / difference of opinion - Develop appropriate ways to being assertive
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PHYSICAL DEVELOPMENT: □ Gross Motor Skills *Get Set for P.E □ Fine Motor Skills

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Gross Motor Skills ▪ Move body & develop core muscle strength: - Explore how each <i>body</i> part can move... <i>shake, roll, stamp, march</i> - Move to the beat of music - Use and remember a simple sequence / pattern of movements related to music / rhythm - Large scale sky / mark-make pre writing shapes □ vertical / horizontal lines □ circles □ horizontal and vertical cross □ square / Rectangle shape □ diagonal lines □ diagonal cross - Put on own coat /apron independently - <i>Begin to</i> achieve a good posture when sitting at a table / on the floor ▪ Travel / climb / balance: - <i>Continue to</i> develop movement skills of <i>walking, running, crawling, rolling, jumping, skipping and hopping</i> - Walk forward / backwards / sidestep with fluidity - Learn to gallop and skip leading with either foot - Learn to stop and start - Freeze / hold a pose on one leg with a good stance - <i>Begin to</i> combine different movements together - Complete a low-level obstacle course using balancing skills and different movements to match task - Climb safely with growing independence using alternative feet - <i>Steer</i> bike with control to keep on bike track / avoid obstacles - Anticipate movements, direction and speed to negotiate space ▪ Ball skills / games: - Roll a ball to a partner or target with greater accuracy - Throw / kick in an aimed direction, partner or target - Attempt to catch with open arms - Take part in a simple adult-led, team game and follow the rules - <i>Begin to</i> □ play a familiar game independently □ make up own games ▪ Tools / Resources: - Choose the right resource to carry out a plan - Collaborate with others to <i>carry</i> a larger item	Gross Motor Skills ▪ Move body & develop core muscle strength: - <i>Begin to</i> move confidently to the beat of music - <i>Continue to</i> use and remember a simple sequence / pattern of movements related to music / rhythm - <i>Continue to</i> refine large-scale sky / mark making of pre writing shapes and letter formation - Achieve a good posture when sitting at a table or sitting on the floor ▪ Travel / climb / balance: - <i>Continue to</i> develop movement skills and move energetically - <i>walking [forwards / backwards / sideways], running, crawling, rolling, jumping, skipping, hopping, galloping</i> - Combine different movements with <i>increasing</i> ease and fluency - Confidently freeze / hold a pose on one leg with a good stance - Learn to balance with a partner - Complete a low-level obstacle course using balancing skills and different movements to match task - Ride a balance bike / scooter with confidence around track in right direction - Stop and start at pedestrian crossing / lights / road signs - Travel around roundabout with control - Anticipate movements, direction and speed to negotiate space ▪ Ball skills / games: - React and catch a ball dropped from shoulder height - Sit and roll ball using two hands / one hand - Roll, follow and collect ball - Throw large ball and catch with two hands - Take part in a group game and follow the rules - Play a familiar game independently - Make up own games ▪ Tools / Resources: - Negotiate and collaborate with others to move larger items	Gross Motor Skills ▪ Move body & develop core muscle strength: - Move creativity to the beat of music - <i>Continue to</i> use and remember a simple sequence / pattern of movements related to music / rhythm ▪ Travel / climb / balance: - <i>Continue to</i> develop movement skills and move energetically - <i>walking [forwards / backwards / sideways], running, crawling, rolling, jumping, skipping, hopping, galloping</i> - Learn to jump forwards, backwards and in opposite direction - Balance with □ one hand up and two feet down □ two hands down and one foot up □ hold mini-front support position - Combine different movements with <i>increasing</i> ease and fluency, demonstrating balance and coordination - Complete an obstacle course using balancing skills and different movements to match task - Ride a balance bike / scooter around track skilfully and follow the road signs - Anticipate movements, direction and speed to negotiate space with consideration for safety of self and others. ▪ Ball skills / games: - Roll and chase a ball and collect it in balance position facing the opposite direction - Learn to pass a ball in a small group activity - <i>Begin to</i> bat a ball to a partner / target - Play a familiar game independently and follow the rules - Make up own games and <i>begin to</i> talk about rules -
Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Use a wide range of tools safely and with control, such as pencils, paintbrushes and scissors - Use a knife and fork <i>independently</i> ▪ Fine motor strength and manipulation - <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation e.g. <i>dough disco / finger gym</i>	Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Use a wide range of tools with greater control ▪ Fine motor strength and manipulation - <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation ▪ Draw / write - Draw simple images / representations	Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Confidently use a wide range of tools with greater control ▪ Fine motor strength and manipulation - <i>Continue to</i> engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation ▪ Draw / write - Draw simple images / representations

▪ Draw / write - Develop a comfortable pencil grip – tripod grip - Form a circle / cross / square / rectangular shape - Begin to draw simple images / representations	- Begin to develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip – tripod grip □ Correct letter formation (see Writing) - Begin to draw simple images / representations with increasing care	- Continue to develop the foundations of handwriting styles which is fast, accurate and efficient, consolidating □ Effective pencil grip □ Correct letter formation (see Writing) - Begin to show accuracy and care when drawing.
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LITERACY: □ Reading - Comprehension □ Reading - Word Reading [Little Wandle phonics] □ Writing

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters *Also see links to Communication & Language / Physical Development		
Reading: Comprehension / Word Reading - Develop a love of books, fiction and non-fiction - Name favourite book and begin to give reasons why - Participate in daily book vote - Spend time looking at books independently across provision Know how print and books work - Consolidate five concepts about print [print carries meaning / print directionality / word and letter / 1:1 correspondence] - Name parts of a book ... <i>cover, pages, spine, author, illustrator</i> - Develop comprehension skills: - Recall key events in rhymes, poems and stories - Name and begin to talk about characters and setting - Understand and use new vocabulary - Make predictions linked to vocabulary / events - Sequence story events using 3 illustrations... <i>beginning / middle / end</i> - Join in with text retelling using some story language - Answer questions with relevant comments Begin to ask questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological awareness, focus on: □ rhythm & rhyme □ alliteration □ oral blending and segmenting ... <i>blending, segmenting, alliteration</i> - Learn Autumn LW <i>phonics, letter, phoneme, grapheme</i> - Develop reading skills linked to phonics programme - Blend sounds to read VC words - Blend sounds to read simple CVC words - Read tricky words – <i>is I the as has his her go no to into she he of we me be</i> Begin to read some simple sentences with understanding	Reading: Comprehension / Word Reading Continue to develop a love of books, fiction and non-fiction - Name favourite book and give reasons why Begin to find out about non-fiction books and how they work - Name different parts of a book ... <i>contents page, page numbers</i> Begin to know how to use a contents page to find important <i>information / facts</i> - Sort books into fiction and non-fiction ... <i>fiction / non-fiction</i> Begin to talk about the differences between fiction and non-fiction books ... <i>illustrations, photographs, story, facts</i> - Develop comprehension skills: - Talk about key events in rhymes, poems and stories with increasing detail - Describe a character / setting - Understand and use new vocabulary - Make predictions and begin to give reasons - Sequence story events with more than 3 illustrations ... <i>beginning / middle / end</i>. Begin to give reasons for choices. - Join in with text retelling using story language - Answer a range of questions with relevant comments - Ask questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological skills - Learn Spring LW <i>phonics, letter, phoneme, grapheme</i> - Develop reading skills linked to phonics programme - Consolidate application of LW Aut 1/2 to read VC and CVC words - Blend sounds to read words with taught digraphs and trigraphs - Read tricky words – <i>was you they my by all are sure pure</i> - Read some simple sentences with understanding - Re-read books to build up confidence, fluency and enjoyment	Reading: Comprehension / Word Reading Continue to develop a love of books, fiction and non-fiction Begin to talk about favourite author Know about non-fiction books and how they work - Know how to use a contents page to find important facts - Talk about the differences between fiction and non-fiction books ... <i>illustrations, photographs, story, facts</i> - Develop comprehension skills: - Talk about key events in rhymes, poems and stories with detail - Describe a character / setting - Understand and use new vocabulary - Make predictions and give reasons - Sequence story events with more than 4 illustrations ... <i>beginning / middle / end</i>. Give reasons for choices. - Join in with text retelling using story language - Answer a range of questions with relevant comments - Ask different questions to further develop understanding - Develop phonological skills: Continue to develop foundational phonological skills - Learn Summer LW <i>phonics, letter, phoneme, grapheme</i> - Develop reading skills linked to phonics programme - Apply phonic knowledge to read words with taught digraphs and trigraphs - Read CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words - Read tricky words – <i>said so have like some come love do were here little says there when what one out today</i> - Read some simple sentences with confidence - Re-read books to build up confidence, fluency, understanding and enjoyment Begin to read with some expression / intonation
Writing: Composition and Transcription Write name with correct letter formation Handwriting: Begin to form some lower-case letters correctly Spelling [linked to school's phonics programme] - Orally segment and apply phonic knowledge to spell (i) VC words (ii) Simple CVC words - Spell tricky words - <i>is I the as has his her go no to into she he of we me be</i> With support begin to write a three word phrase / sentence □ I am ... □ I can ... □ It is ... - Dictated } Focus on oral rehearsal - Compose } - Break down speaking into words	Writing: Composition and Transcription Write name with consistent letter size Handwriting: - Form most lower-case letters correctly and some capital letters Spelling [linked to school's phonics programme] - Spell VC words with confidence - Spell simple CVC words with developing confidence - Spell some CVC words with taught digraphs - Spell tricky words - <i>was you they my by all are sure pure</i> Begin to write a simple sentence independently □ Go to the ... □ This is a ... □ The ... can ... - Dictated } Focus on oral rehearsal - Compose } Begin to use a capital letter, word spaces and full stop.	Writing: Composition and Transcription Write name with consistent letter size Handwriting: - Form most lower-case & capital letters correctly Spelling [linked to school's phonics programme] - Spell CVC words with taught digraphs - Spell some words with adjacent consonants - Spell common exception words - <i>said so have like some come love do were here little says there when what one out today</i> Write a simple sentence independently □ Here is a ... □ The ... went to ... □ They can ... - Dictated } Focus on oral rehearsal - Compose } - Use a capital letter, word spaces and full stop. Begin to write two short sentences – <i>if appropriate</i>

- Write left to right ▪ Begin to write for a purpose: ☐ label ☐ list ☐ message ☐ speech bubble ▪ With support begin to read back own writing to check it makes sense.	▪ Write for a purpose: ☐ label ☐ list ☐ message ☐ speech / thought bubble ☐ instruction ☐ fact card - Begin to read back own writing to make sure it makes sense	▪ Write for a purpose: ☐ label ☐ list ☐ message ☐ speech / thought bubble ☐ instruction ☐ fact card ☐ poster - Read back own writing to make sure it makes sense
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MATHEMATICS: □ Number □ Numerical Patterns [Mastering Number & WRM]**Autumn****Spring****Summer****Learning Priorities:** Linked to Development Matters**Subitising**

- Perceptually subitise within 3
- Identify sub-groups in larger arrangements
- Create their own patterns for numbers within 4
- Practise using their fingers to represent quantities which they can subitise
- Experience subitising in a range of contexts, including temporal patterns made by sounds
- Subitise within 5, perceptually and conceptually, depending on the arrangements

Cardinality, Ordinality and Counting

- Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
- Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song
- Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting
- Have opportunities to develop an understanding that anything can be counted including actions and sounds
- Explore a range of strategies which support accurate counting.
- Explore cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
- Begin to count beyond 5
- Begin to recognise numerals, relating these to quantities they can subitise and count

Composition

- See that all numbers can be made of 1s
- Compose their own collections within 4
- Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot
- Explore the composition of numbers within 5

Comparison

- Understand that sets can be compared according to a range of attributes, including by their numerosity
- Use the language of comparison, including 'more than' and 'fewer than'
- Compare sets 'just by looking'
- Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching
- Compare sets by matching, seeing that when every object in a set can be matching to one in the other set, they contain the same number and are equal amounts

Shape, Space and Measures

- 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
- Compare mass
- Find a balance

Subitising

- Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements.
- Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.
- Experience patterns which show a small group and '1 more'.
- Continue to match arrangements to finger patterns.
- Explore symmetrical patterns, in which each side is a similar pattern, linking this to doubles.

Cardinality, Ordinality and Counting

- Continue to develop verbal counting to 20 and beyond.
- Continue to develop object counting skills, using a range of strategies to develop accuracy.
- Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10.
- Order numbers, linking cardinal and ordinal representations of number.
- Continue to consolidate their understanding of cardinality, working with larger numbers within 10.
- Become more familiar with counting beyond 20.

Composition

- Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5.
- Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns.
- Begin to see that numbers withing 10 can be composed of '5 and a bit'.
- Explore the composition of odd and even numbers, looking at the 'shape' of these numbers.
- Begin to link even numbers to doubles.
- Begin to explore the composition of numbers within 10.

Comparison

- Continue to compare sets using the language of comparison and play games which involve comparing sets.
- Continue to compare sets by matching and identifying when sets are equal.
- Explore ways of making unequal sets equal.
- Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

Shape, Space and Measures

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence time

Subitising

- Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns.
- Use subitising skills to enable them to identify when patterns show the same number in a different arrangement, or when patterns are similar but have a different number.
- Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.
- Be encouraged to identify when it is appropriate to count and when groups can be subitised.

Cardinality, Ordinality and Counting

- Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.
- Continue to develop confidence and accuracy in both verbal and object counting.

Composition

- Explore the composition of 10.

Comparison

- Order sets of objects, linking this to their understanding of the ordinal number system.

Shape, Space and Measures

- Recognise and name 3D shapes
- Find 2D shapes within 3D shapes
- Use 3D shapes in the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment
- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes
- Copy 2D shape pictures

- Explore capacity
- Compare capacity

UNDERSTANDING THE WORLD: □ Past and Present – Foundational History / Technology		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Past and Present / foundational history Chronology ■ Begin to follow a simple timeline of events - Visual daily routine ... <i>routine, after, next, morning, afternoon</i> - Know the days of the week ... <i>school days, weekend</i> - Know different things happen on some days of the week e.g. <i>P.E</i> - Begin to be aware of the months of the year e.g. <i>birthday month</i> - Events / celebrations across the term ... <i>Harvest, Diwali, Bonfire Night, Christmas, Easter</i> - Begin to understand that some events are annual e.g. <i>birthday</i> - Know there are four season and Autumn comes after Summer - Understand there is a sequence of events to complete an activity - Sequence a familiar story ... <i>beginning, middle, end</i> ■ Understand own sense of period - Talk about <i>important</i> events in Reception during Autumn Term using timeline / floor books - Begin to understand and talk about duration – <i>long / short / number of sleeps to birthday</i> Own life story and family history ■ Talk about the lives of the people in own family - Know family name [surname] - Relationships, who is who [immediate family including grandparents] - Talk about how they have changed since birth and since starting nursery - Know that parents and grandparents were once babies / children - Share special events / holidays / celebrations, past and present - Articulate their future aspirations and occupations Familiar situations / things from the past ■ Begin to identify and talk about old and new local buildings - Name some familiar places in Royton - Explore what Royton looked like over time Figures / Characters, Settings and Events from the Past ■ Black History Month - Know who Ella Fitzgerald/Louis Armstrong are	Past and Present / foundational history Chronology - Follow and begin to understand a simple timeline of events - Daily routine ... <i>first, next, later, after</i> - Begin to understand the difference between a day & a week, a week has 7 days... <i>day, week, today, yesterday, tomorrow</i> - Begin to name some months of the year - Know some celebrations take place at different times of the year ... <i>birthdays, weddings, christenings</i> - Know some celebrations are annual ... <i>Shrove Tuesday, Eid, Easter</i> - Know there are four seasons and Winter comes after Autumn - Sequence a familiar story ... <i>first, next, then</i> - Understand period of time - Talk about important events in Reception using timeline / floor books – Autumn & Spring - A week, countdown to trip to Blackpool Zoo - Continue to talk about seasonal changes observed so far - Know there are four seasons and Spring comes after Autumn - Continue to understand and talk about duration – <i>longer / shorter / quicker / slower</i> Own life story and family history - Talk about the lives of the people in own family - Relationships, who is who [including aunts, uncles, cousins] - Special events / holidays / celebrations, past and present Familiar situations / things from the past ■ Compare and talk about old and new - Compare old and new fishing boats. What is the same / different? <i>old / new</i> Figures / Characters, Settings and Events from the Past - Listen to traditional rhymes, poems and stories - Know what a King and Queen are - Know that we currently have a king called King Charles III - Name some other member of the Royal Family - Explore what King Charles does for our country and find out about key events over his lifetime - Know we have a national anthem and that this song has been used for many years	Past and Present / foundational history Chronology ■ Follow, understand and talk about a simple timeline of events - Daily routine - Events that happen on different days of the week - Know the difference between a day & a week... <i>this week, next week</i> - Know some special months of the year e.g. September new school year - Seasons ... □ Know Spring comes after Winter □ Know the order of the seasons - Sequence events in a familiar story ... <i>first, then, next, afterwards</i> ■ Understand period of time - Understand events that are longer than a week - lifecycle of a □ plant □ caterpillar - Sequence pictures of the sunflower plant's growth in chronological order - Explain the changes seen when growing a sunflower - Sequence pictures of the life cycle of a butterfly and moth in chronological order - Explain the changes seen from caterpillar to butterfly/moth - Recall and talk about <i>important / significant</i> events across the year Own life story and family history ■ Talk about the lives of the people in own family - Special events / holidays / celebrations - How parents / grandparents travelled when they were younger Familiar situations / things from the past ■ Compare and talk about old and new - Types of transport Figures / Characters, Settings and Events from the Past ■ Listen to traditional rhymes, poems and stories - Continue to develop a sense of a <i>long time ago, past, history</i>
Technology		

▪ Recognise that technology is used at home and in the world ▪ Name different technology in their home<i>TV, washing machine, microwave, oven, mobile phone, tablets, games consoles</i> ▪ Name some technology in the world around us <i>traffic lights, cars, aeroplanes, card machines, walkie talkies, sat nav, x-ray machines</i> ▪ Explain what some technology is used for and by whom ▪ Begin to know that information can be retrieved for a digital device – photographs / instruction on a talking tin ▪ Learn to use an iPad to - Know how to switch an iPad on and select an app - Create and share memories ... take own photograph / record a video - Use QR codes to access stories and rhymes	▪ Begin to learn how to use the IWB - Draw a picture on the IWB app - Know how to create a shape and fill it - Know how to change the colour of the pen and erase it ▪ Begin to learn about internet safety and share some rules - Talk about why we need to stay safe online - Know that they need to ask an adult before using a device and to check anything they are unsure of	▪ Continue to use an iPad to - Play a programme ...games / create drawings ▪ Begin to complete a simple coding game on an iPad ▪ Programme a bee-bot to complete a simple journey ▪ Continue to learn about internet safety and share some rules
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UNDERSTANDING THE WORLD: □ People, Culture and Communities – Foundational R.E / Human Geography [Oldham RE Syllabus]		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
My Family & Community Awareness of self and others - Continue to develop a positive attitude of self and others: - Talk about things that make them unique - physical attributes, likes / dislikes, interests and things they can do - Listen to others as they talk about themselves - Compare self with others and begin to understand the importance of similarities and differences My Family and Other Families - Begin to develop an understanding of different types of families: - Talk about own family, who is who / what makes them special - Listen to others as they talk about their family. - Talk about different families, make comparisons, and begin to understand the importance of similarities and differences. Friendship - To develop an appreciation of friendships - Continue to develop existing friendships, children from nursery / home - Make new friendships - Begin to understand what makes a good friend, being kind / helpful Different cultures, communities and special times - To develop an awareness of different traditions / religions - Share an experience of a family celebration - Listen to others as they share their family celebration - Begin to understand that different people / families have some celebrations that are the same / different - Name and talk about special places for Christians, Muslims, Hindus - Begin to develop an understanding of different religious celebrations and traditions: □ Hinduism – Diwali □ Christianity – Christmas story - Talk about the life and examples of teaching the people about how to care for others from Different Occupations - Continue to show interest in different occupations and talk about roles and responsibilities: <i>Nurses, Opticians, Baker</i> - Talk about familiar jobs - parents / family members / neighbours - Begin to understand the importance of different jobs and their role in society e.g. <i>nurse, optician keeping humans well</i> Local Environment & Beyond - Become familiar with new learning space: □ Name and know the purposes of different spaces in Reception □ Communal school places – <i>office / hall / dining room</i> My new school – □ Find school on a simple map □ Talk about school building and the area □ To know the name of our school □ Know our school is in Royton □ Create our own maps of the school Where I live: □ Know own address ...<i>town, street</i> □ Describe own home ...<i>rooms / garden</i> □ Begin to understand that friends / people live in different types of houses / homes □ Know that Royton is a part of the UK □ Locate familiar landmarks on a map of Royton □ Explore Royton Park, naming and describing what they can see □ Know a globe shows all the places on planet Earth □ Know that the capital of the UK is London □ Begin	My Family & Community Awareness of self and others - Continue to develop a positive attitude of self and others: - Talk with greater confidence about what makes them unique □ interests □ begin to identify learning strengths e.g. <i>celebrate learning achievements from the start of Reception</i> - Listen to others as they talk about themselves and begin to ask questions to gather additional information - Compare self with others and understand the importance of similarities and differences My Family and Other Families - Continue to develop an understanding of different types of families - Talk about and listen to shared family events - Begin to participate in discussions on similarities and differences of families. Begin to ask questions to develop understanding. Friendship - To know the importance of friendships - Continue to develop existing friendships groups - Understand what makes a good friend, being kind / helpful Different cultures, communities and special times - To begin to understand and talk about different traditions and religions: - Share and listen to recent family celebrations. Begin to ask questions to gather more information & develop understanding. - Continue to understand that different people / families have some celebrations and traditions that are the same / different - Continue to develop an understanding of different religious celebrations and traditions: □ Christianity – (i) Easter, Lent Islam – Eid ul-Fitr - Begin to understand that some religions have special stories □ Christianity – Bible stories – (i) Noah and the Ark (ii) Easter □ Islam – Quran Different Occupations - Continue to show interest in different occupations and talk about roles and responsibilities: <i>Dentist</i> - Continue to develop an understanding of the importance of different jobs and their role in society Transport - Name different types of boats - Compare the uses of boats Local Environment & Beyond - Begin to talk about living by the sea - Plan trip to Blackpool Zoo. Use map to decide which animals to visit. - Talk about coach journey to Blackpool Zoo. Name and talk about key features – <i>city / town / countryside</i> Other Countries - Continue to talk about family / other people who have links to other countries. - Talk about hot and cold countries □ Antarctica – cold country □ Africa – hot countries. Find the Antarctica/Africa on the globe / map. - Know that Antarctica has a colder climate and Africa has a hotter climate than the UK	My Family & Community Awareness of self and others - Continue to develop a positive attitude of self and others: - Talk confidently about what makes them unique – interests and learning strengths and next steps - Listen to others as they talk about themselves and ask questions to develop further understanding - Compare self with others and understand the importance of similarities and differences My Family and Other Families - Continue to develop an understanding of different types of families - Continue to talk about and listen to shared family events - Participate in discussions on similarities and differences of families. Ask questions to develop understanding. Friendship - To know the importance of friendships - Continue to develop existing friendships groups - Understand and talk about what makes a good friend, sharing, turn taking, being kind / helpful / respecting own likes and interests Different cultures, communities and special times - Begin to understand that some religions have special artefacts and books □ Christianity - Bible □ Islam – Quran □ Hinduism – Puja tray - Begin to understand the stories of creation and what different faiths believe – <i>Islam, Christianity, Hinduism</i> - Talk about the responsibility of looking after the world either as a believer or non-believer Different Occupations - Continue to show interest in different occupations and talk about roles and responsibilities – <i>emergency services – fire fighters, police officers etc</i> - Continue to develop an understanding of the importance of different jobs and their role in society e.g. <i>police officers and traffic wardens making sure people follow the rules</i> Transport - Name different types of vehicles that can be used to travel on land, in air and on sea Local Environment & Beyond - Continue to follow directions – <i>forwards, backwards, left right, turn, up, down</i> - To be able to point left and right - Look for and record minibeasts in the outdoors - Use a simple map of the outdoor area to record where the minibeasts were found - Observe and recall locations spotted on a local bus journey - Draw a map of their journey from their home to school - Talk about how we can care for our immediate environment - Plan a trip to Manchester Airport Other Countries - Continue to talk about: □ family / other people who have links to other countries. Find the countries on the globe / map. - Point to where the ocean and land are on a globe and world map - Name one of the oceans

to articulate the geographical differences, between towns, cities and countries Other Countries ▪ Know that there are different countries in the world. ▪ Begin to talk about family / other people who have links to other countries. Find the countries on the globe / map... <i>world, country</i>	▪ Know that Antarctica is the coldest place on Earth. Know that the South Pole is in Antarctica. Know that icebergs, penguins, whales and seals are found in Antarctica. Know humans do not live in Antarctica ▪ Know that Africa has deserts and the world's longest river (Nile). The pyramids of Egypt are in Africa. Know the Big 5 animals ▪ Begin to talk about how the lives may be similar / different in some places of Africa in comparison to our country – <i>travelling to school, classrooms, where people live</i>	▪ Describe what they find in an ocean – <i>water, seaweed, coral, rocks, sand, animals</i> ▪ Continue to show care and concern for living things
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UNDERSTANDING THE WORLD: □ Natural World – Foundational Science / Physical Geography		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Living Things – Animals (including humans) and plants My Body: - Identify, name and talk about different body parts.... <i>head, leg, arm</i> - Explore how different body parts work <i>walking, grabbing, seeing</i> - Explore five senses and understand their purpose ... <i>senses</i> Begin to understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / developing skills Begin to talk about similarities / differences between humans Begin to name some internal organs and what job they do <i>brain, heart, lungs</i> Animals: - Find out about domestic & some local animals - □ woodland - Name some woodland animals including some nocturnal....<i>fox, squirrel, mole, hedgehog, owl</i> - Understand that each animal grows like a human, baby to adult - Understand what the word 'habitat' means - Name and talk about different habitats - Understand what hibernation means and why some animals hibernate - Know that it is important to take care of animals –feed the garden birds / not touch woodland animals (forest school) Plants: - Observe and talk about autumn changes (forest school) Natural Environments - Explore, take care of and talk about the Reception Growing Area Develop an awareness of different settings through focus texts: □ beach, The Friendship Bench □ countryside /farm, The Little Red Hen □ woodland, The Leaf Thief. Begin to make some comparisons. Seasons / Natural Phenomena - Observe, name and talk about different types of weather - Name the four seasons and know autumn comes after summer Begin to associate different weather with the seasons - Autumn, colder weather, rain, strong wind, fog - Observe and begin to understand the impact the weather has on - Trees, plants and flowers - Animals e.g. <i>finding warm places before winter arrives</i> - Humans e.g. <i>wearing warm and waterproof clothes</i> Materials & Processes - Observe food changes during cooking activities – <i>melting</i> Begin to know some light sources Begin to know where light comes from in the day and at night - Investigate shadows in natural light and artificial lights	Living Things – Animals (including humans) and plants My Body: Continue to explore and talk about how different body parts move Continue to understand that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills Animals: - Understand what a wild animal is - Find out about different wild animals in the wider world - Name 3 animals that live in colder climates - Name the 'Big 5' African animals <i>lion, leopard, rhinoceros, elephant, African Buffalo</i> - Identify key characteristics of each animal and know why they are important e.g., <i>beak, flippers, trunk, mane, herbivore, carnivore</i> - Know simple facts about penguins.... <i>features, diet, habitat</i> - Talk about a penguin's habitat in Antarctica - Know what penguins need to survive - Talk about habitats for animals in hotter climates and know what they need to survive - Know some simple facts about elephants and chimpanzees Begin to talk about similarities / differences between animals <i>features, diet, habitat</i> Plants: - Observe and know that trees, plants and flowers will start to grow quickly in the Spring (forest school) Natural Environments - Talk about different settings through focus texts: □ the coast, The Storm Whale in Winter / Hello Penguin □ the rainforest, Elephant's Umbrella / Chimpanzees Seasons / Natural Phenomena - Observe and talk about different types of weather in more detail - Name the four seasons and know, spring comes after winter Begin to associate different weather with the seasons - Winter, cold weather, frost, ice, sometimes snow - Spring, warmer weather, showers, light winds, storm [thunder / lightening] - Observe and begin to understand the impact the weather has on - Trees, plants and flowers, new buds in the Spring Begin to understand that in the winter we have shorter days, less day light Materials & Processes Begin to explore and talk about the changing properties of water □ water [warm / cold] □ ice □ snow ... <i>wet, hard, soft, freeze, melt</i> Begin to explore materials and find some that are waterproof - Observe and talk about food changes – dry to wet [mixing flour with milk] - Understand what the terms 'float' and 'sink' mean Begin to make some predictions. - Explore and talk about materials that float and sink	Living Things – Animals (including humans) and plants My Body: Continue to explore and talk about how different body parts move - Know that humans grow in a sequence – baby / child / teenager / adult. Talk about key changes – taller / skills Animals: Continue to find out about minibeasts - Name 5 minibeasts - Label important features of each minibeast - Talk about minibeast habitats - Explain simple differences between butterflies and moths Begin to develop an understanding of the lifecycle of a moth and a butterfly - Find out about different wild animals in the sea - Name and describe 5 ocean animals - Know some simple facts about <i>shark, orca, clownfish, crab, turtle, stingray</i> Begin to talk about similarities / differences between animals Begin to understand that wild animals need to be protected and respected (World Ocean Day) Plants: - Observe and begin to talk about the lifecycle of a seed / plant - Name what a seed needs to grow – <i>soil, water, sunlight</i> - Name key parts of a plant – <i>root, stem, leaves, flower, petals</i> - Know that trees, plants and flowers need to be handled with care Natural Environments - Talk about different settings through focus texts: □ Countryside – Seed to Plant, Woolly Bear Caterpillar □ Town to countryside - The Hundred Decker Bus □ Ocean / sea ... Somebody Swallowed Stanley ... <i>garden, countryside, hill, mountain, river, sea, beach, sand</i> - Take care of the environment - Know the importance of turning off □ lights □ running water Begin to participate in recycling and begin to know why it is important Seasons / Natural Phenomena - Observe and talk about different types of weather in more detail - Name the four seasons and know summer comes after spring Begin to associate different weather with the seasons - Spring, warmer weather, showers, light winds, storms - Summer, hotter weather, less rain, more sunshine - Observe and begin to understand the impact the weather has on - Humans e.g., being sun safe - <i>wearing sun hat, glasses, sunscreen, drink more water; wear cooler clothes, eating cold food</i> Begin to understand that in the Summer we have longer days, more sun Materials & processes Continue to make some predictions. How things work Begin to explore and learn how things can be moved through force, direction and speed – <i>push, pull, forwards, backwards, turn</i>

		▪ Continue to explore and learn how things can be moved through force, direction, distance and speed – <i>ramp, slope, steep, faster, further</i> ▪ Know that humans and the weather can make things move e.g. <i>seeds, boats</i>
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ROYTON HALL

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials – Foundational Art / Design Technology		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		

ROYTON HALL

Art & Design

Find out about different artists and their work: □ Andy Goldsworthy

Drawing and painting

- Paint and draw feely
 - Use a variety of mark-makers with increasing control
 - Mark make / draw on a variety of 2D and 3D surfaces
 - **Begin to** create with purpose and talk about images
- Paint / draw observational pictures
 - Understand that you can draw / paint and construct through careful observation □ self-portrait – looking in a mirror / □ favourite character – illustration □ object – real resource / prop
 - **Begin to** use correct colours, shapes and patterns
 - **Begin to** draw / paint and construct emotions – happy / sad
- Painting
 - Explore and talk about what happens when mixing primary colours to create new colours, secondary colours
 - **Begin to** select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.

Printing

- Learn to block print with every day and natural objects
- Understand how to print effectively, grip and press.
- **Begin to** make considered patterns / pictures

Collage

- Freely explore and create use a variety of materials, natural / recycled
 - Explore contrasting textures
 - Use scissors with increasing control, including zig-zag
 - Use techniques (e.g. *folding, crunching, crimpling tearing and cutting*) to create different effects

Sculpture and Modelling

* Explore and begin to create with purpose. Label and begin to talk about designs.

- Construction – large and small scale
 - Explore and use a range of building resources and kits
 - **Begin to** design and work collaboratively with a partner / in a small group e.g. *make a friendship bench / den / setting*
- Playdough / clay
 - Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. *sausages, balls, thumb pot*).
 - Use tools appropriately to roll, cut, flatten etc.
 - **Begin to** make simple 3D model – self / pet / character / diva light
- Shaping and Attaching
 - Know how to hold a pair of scissors
 - Use scissors to snip, cut paper and other materials with a purpose
 - Explore different ways to attach materials together
- Loose Parts
 - Independently make constructions, using own ideas
 - Show increasing skills with combining, lining up, stacking etc.

Food Activities

- Participate in a small baking activity - make bread
 - **Develop an** understanding of safety and hygiene
 - Name utensils, ingredients and processes ... *stir, mix, knead*
 - Observe and talk about changes ... *dry, wet, hard, soft*
 - Talk about (i) likes / dislikes (ii) healthy / unhealthy food

Art & Design

Find out about different artists and their work: □ Zaria Forman □ Henri Matisse

Drawing and painting

- Paint and draw feely
 - Draw / paint with purpose, thinking before starting
- Observational drawings / paintings
 - Use inspiration from artists
 - Name cool colours
 - Learn to use new media: □ pastels
 - **Begin to** use new techniques – *blend, smudge*
 - Use correct colours, shapes and patterns [animals / setting]
 - Continue to explore / represent different emotions
- Painting
 - Make secondary colours and talk about process
 - Select a paint brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.

Printing

- Have own ideas for print making (e.g. *finding own everyday objects*) to experience a variety of shape, texture and pattern.

Collage

- Continue to practice the technique of collaging
 - Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage – umbrellas link to text The Elephant's Umbrella
 - Make repeating and irregular patterns.
- Learn to weave/thread – large / small scale with string, beads, hessian and wool
- Learn to tie a knot

Sculpture and Modelling

* Talk about designs. Begin to describe techniques, review and adapt work.

- Construction – large and small scale
 - **Continue to** explore and use a range of building resources & kits – *hibernation boxes*
 - **Begin to** extend creativity adding additional resources e.g. *natural*
 - Build with purpose, think before starting.
 - Design / work collaboratively with a partner / in a small group
- Playdough / clay
 - Combine pieces using different techniques, materials and tools to represent a familiar object (e.g. *a wild animal*) and represent the feel of an object (e.g. *spiky, furry, smooth*).
- Loose Parts
 - Build and de-construct loose part models
 - Construct images to represent real life / imaginary objects and experiences.
 - Design and create a boat
 - Investigate how the shape and structure of boats affect the way they move

Art & Design

Find out about different artists and their work: □ Van Gogh

Drawing and painting

- Paint and draw feely
 - Draw / paint with purpose using different techniques – colour mixing
- Observational drawings / paintings
 - Use inspiration from nature
 - Use correct colours, shapes and patterns [plants / vehicles]
- Painting
 - **Begin to** draw with increasing control and add simple detailing – *dots, lines*
 - **Continue to** make secondary colours & talk about process – lighter and darker shades
 - Learn to use new media: □ water colours
 - Change texture of paint using different materials

Printing

- Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects
- Use irregular and repeating patterns

Collage

- Independently assemble different pieces to create a picture / pattern.
- Use imagination / observation, building on their previous learning, to represent their ideas.
- Use a range of tools and techniques to create a threaded spring flower
- Learn to use a split pin ... *wheels on a vehicle*

Sculpture and Modelling

* Talk about designs. Describe techniques, review and adapt work.

- Construction – large and small scale
 - **Continue to** develop scissor skills
 - Investigate cutting different materials
 - Confidently use a range of building resources & kits
 - Extend creativity adding decorative features
 - Design / work collaboratively with a partner / in a small group
 - Develop how to plan and select correct resources
 - **Continue to** explore and investigate tools and materials
- Playdough / clay
 - Make models with a purpose and with increasing skill (e.g. *shaping, moulding or combining pieces*) For instance, with a systematic approach - *begin with a body, add a head, legs and a shell to make a turtle*
- Loose Parts
 - Make imaginative structures, using tools with control.
 - Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.

Food Activities

- Participate in a small activity – Rainbow Salad
- **Continue to** develop an understanding of safety and hygiene
- Name utensils, ingredients and processes ... *knife, bowl, cut, shred, mix, pepper, lettuce*
- Design a recipe
- Talk about (i) likes / dislikes (ii) healthy / unhealthy food

ROYTON HALL

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative – Foundational Drama / Music [Twinkl Music]		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Role Play / Small World Play - Take part in simple pretend / role play with others, imitating real and past experiences, creating stories and roles - Domestic role play - Au1 – New Baby □ Au2 - Celebrations - Linked to the bike track - Au1 – To the Café □ Au2 – Post Box & Delivery service - Create own stories using a range of small world resources - Begin to retell familiar stories using small world resources, use - Simple story map with some labels - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, lists, messages</i> [linked to phonics teaching and learning]	Role Play / Drama - Take part in pretend / role play with others, imitating real and past experiences, creating stories and roles - Domestic role play - Sp1 – Fix it Time □ Sp2 – Healthy Living - Linked to the bike track - Sp1 – Hot Chocolate Station / Traffic Wardens □ Sp2 – Bike Hire / Car Wash - Create own stories using a range of small world resources, extending and developing ideas and narrative - Continue to retell familiar stories using small world resources, use - Simple story map with some speech / thought bubbles - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, lists, messages, speech bubbles</i> [linked to phonics teaching and learning] - Begin to adapt some familiar stories	Role Play / Drama - To take part in simple pretend play, imitating real and past experiences, creating stories and roles - Domestic role play - Su1 – New Pet □ Su2 – Holiday Time - Linked to the bike track - Su1 – Bike Hire □ Su2 – Camping Adventure - Create own stories using a range of small world resources, extend and develop ideas and narrative - Continue to retell familiar stories using small world resources, use - Simple story map with some simple instructions - Range of props and resources - Across play - Share ideas and thoughts through talk - Listen to and respond to the ideas of others - Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, speech / thought bubbles, instructions</i> [linked to phonics teaching and learning] - Begin to invent some new stories
Music & Dance □ Au1: Autumn □ Au2: Light and Dark □ School Production - Begin to listen attentively, move to and talk about music, expressing their feelings, movement, mark making and drawing - How does the music make me feel? ... <i>emotions vocabulary</i> (see PSE) - Begin to watch and talk about dance and performance art - What type of dance/music is it? ... adjectives to describe music, e.g. <i>happy, sad, slow, fast, bouncy</i> - Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i> - Begin to recognise and respond to - A steady beat by clapping or tapping - Contrasting sounds ... <i>high, low, short, long, fast, slow, soft, loud</i> - Sounds of instruments and pieces of music through movement - Sing in a group or on their own ... <i>tune</i> - Engage in circle and partner songs - Begin to make own verse for familiar song - Begin to remember and sing entire songs - Use sounds to express experiences, ideas and feelings - Uses voice creatively in singing games e.g. speaking, chanting, singing - Sings melodic shape of familiar sounds – leading or being led by other children in their music making - Begin to explore and engage in music making and dance - Begin and develop to know how to play instruments to produce a musical sound and play different dynamics and tempos with increasing control	Music & Dance □ Sp1: Transport □ Sp2: Growing - Continue to listen attentively, move to and talk about music, expressing their feelings, ideas and experiences. - Responds to sounds, instrument and pieces of music through movement and mark making/drawing - Show <i>rhythm</i> and comparison of different sounds ... <i>high, low, short, long, fast, slow, soft, loud</i> - Watch and talk about dance and performance art, expressing their feelings and responses. - Watch performance from other cultures and compare differences... - Sing in a group or on their own, increasingly matching the <i>pitch</i> and following the <i>melody</i> ... <i>high, low</i> of familiar songs - Build up a repertoire of songs - Consolidate making own verse for a familiar song. - Sing in a range of well-known nursery rhymes and songs - Explore and engage in music making and dance, performing solo or in groups. - Continue to watch and talk about dance and performance art - Continue to use their voice creatively - Continue to lead or be led by other children in their music making - Identify and match instruments to their sounds - Describes the sounds of different instruments - Continue to explore the sounds of different instruments recognising how they can be changed - Adds sound effects to stories using voice or instruments	Music & Dance □ Su1: Minibeasts □ Su2: The Seaside - Sing a range of well-known nursery rhymes and songs - Independently preform a range of familiar songs and nursery rhymes using melodic shape - Improvises own songs based on familiar songs or nursery rhymes by changing some of the words - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music - Perform <i>confidently</i> solo or in a group - Use a variety of musical instruments correctly and <i>independently</i> ... <i>tambourine, claves, drum, chime bar, maraca</i> - Improvise with basic musical instruments - Continues to describe the sounds of different instruments and recognising how they can be changed - Keeps a steady beat while playing instruments - Creates rhythms using instruments and body percussion - Taps rhythms to accompany words - Recognises and responds to a steady beat by clapping and tapping - Continue to listen attentively, move to and talk about music, expressing their feelings and responses. - Confidently sing a range of well-known nursery rhymes and songs - Continue to build up a repertoire of songs - Explore and engage in music making and dance - Listens to recorded performances and live music-making session

- Explore the sounds of different instruments, recognising how they can be changed - Begin to keep a steady beat while playing instruments ▪ Engage in solo and group performances	Continue to play instruments to produce a musical sound and play different dynamics and tempos - Continue to keep a steady beat while playing instruments - Continues to engage in solo and group performances	▪ Responds to music through movement ▪ Leads or is led by other children in their music making - Continue to show rhythm and comparison of different sounds ... high, low, short, long, fast, slow, soft, loud
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