

# ST MARY'S CHURCH OF ENGLAND VA PRIMARY SCHOOL

## EYFS CURRICULUM



*Aspiring, nurturing, flourishing; together shining a light.*

## COMMUNICATION AND LANGUAGE (CL)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme (possible themes)</b>	Marvellous Me Me and My World	Let's Celebrate	Up, Up and Away The World Around Us	Down at the Bottom of the Garden Ready, Steady, Grow	Feathers, Fur and Feet	Land Ahoy/transitions Commotion in the Ocean
<b>Educational Programme</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
<b>Curriculum Goals</b>	To become a <b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
<b>Term Specific Provision</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p><b><i>Understand how to listen carefully and why listening is important.</i></b></p> <p><b><i>Engage in story times, rhymes, and songs.</i></b></p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions.</p> <p><b><i>Understand 'why' questions.</i></b></p> <p><b><i>Use sentences 4-6 words.</i></b></p> <p><b><i>Use talk to organise play.</i></b></p>	<p>Listen in familiar &amp; new situations.</p> <p><b><i>Engage in story times.</i></b></p> <p>Maintain attention in new situations.</p> <p><b><i>Ask questions to find out more and to check they understand what has been said to them.</i></b></p> <p>Follow <b><i>instructions with 2 parts</i></b> in a familiar situation.</p> <p><b><i>Articulate their ideas and thoughts in well-formed sentences.</i></b></p> <p><b><i>Develop social phrases</i></b></p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p><b><i>Engage in non-fiction books.</i></b></p> <p>Consider the listener and take turns.</p> <p><b><i>Use talk to organise/stand for something else in play.</i></b></p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p> <p><b><i>Ask questions to find out more and check understanding: who, what, where, when, how, why</i></b></p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p><b><i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i></b></p> <p><b><i>Start a conversation with peers and familiar adults and continue for many turns.</i></b></p> <p><b><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i></b></p> <p><b><i>Begin to connect one idea or action to another using a range of connectives: and, because</i></b></p> <p>Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand how, why, where questions.</p> <p>Begin to ask 'I wonder...'</p> <p><b><i>Describe events in some detail.</i></b></p> <p>Express ideas about feelings and experiences.</p> <p><b><i>Articulate their ideas and thoughts in well-formed sentences.</i></b></p> <p>Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p><b><i>Retell/act out a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></b></p> <p>Speak in well-formed sentences with some detail.</p> <p><b><i>Use new vocabulary in different contexts.</i></b></p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>

## PHYSICAL DEVELOPMENT (PD)

Term	Autumn 1 Marvellous Me Me and My World	Autumn 2 Let's Celebrate	Spring 1 Up, Up and Away The World Around Us	Spring 2 Down at the Bottom of the Garden Ready, Steady, Grow	Summer 1 Feather's and Fur	Summer 2 Land Ahoy/transitions Commotion in the Ocean
<b>Main Theme (possible themes)</b>						
<b>Educational Programme</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<b>Curriculum Goals</b>	To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence.					
<b>Term Specific Provision</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Unique Child</b>	<p><b>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</b></p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles</p> <p>Throw and catch a large ball with an adult</p>	<p><b>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</b></p> <p><b>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</b></p> <p><b>Roll a ball to a partner.</b></p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Throw and catch a large ball with a partner</p> <p><b>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</b></p>	<p><b>Combine different movements with ease and fluency</b></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</b></p> <p><b>Know and talk about the different factors that support overall health and wellbeing: regular physical activity.</b></p>	<p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Including a small ball with control</b></p> <p><b>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</b></p>
<b>Ongoing Development Matters</b>						
<b>PHYSICAL</b>	<b>PE COMPLETE:</b> Locomotion: Walking 1 and Jumping 1 Ball skills Feet 1	<b>PE COMPLETE:</b> Gymnastics	<b>PE COMPLETE:</b> DANCE	<b>PE COMPLETE:</b> Ball skills hands 1 and 2:	<b>PE COMPLETE:</b> Ball skills Rackets/bats	<b>Attack vs defence</b> Games Sports Day skills

**PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT (PSED)**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme (possible themes)</b>	Marvellous Me Me and My World	Let's Celebrate	Up, Up and Away The World Around Us	Down at the Bottom of the Garden Ready, Steady, Grow	Feather's and Fur	Land Ahoy/transitions Commotion in the Ocean
<b>Educational Programme</b>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
<b>Curriculum Goals</b>	To become an <b>Independent Individual</b> who can follow the School Values and class rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a <b>Fantastic Friend</b> who can be compassionate, trustworthy and forgiving, play co-operatively whilst considering others' ideas and feelings.					
<b>Term Specific Provision</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p><b>Can talk about feelings.</b> Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. <b>Build constructive and respectful relationships.</b></p> <p><b>SCARF: Me and My Relationships</b> Talk about similarities and differences; Name special people in their lives; Describe different feelings; Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried.</p>	<p><b>Beginning to express their feelings and consider the perspectives of others.</b> Begin to take turns and share resources. Independently choose where they would like to play. <b>Continue to build constructive and respectful relationships.</b></p> <p><b>SCARF: Valuing Difference</b> Be sensitive towards others and celebrate what makes each person unique; Recognise that we can have things in common with others; Use speaking and listening skills to learn about the lives of their peers; Know the importance of showing care and kindness towards others; Demonstrate skills in building friendships and cooperation.</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <b>Manage their own needs.</b> Can identify kindness. Seek others to share activities and experiences.</p> <p><b>SCARF: Keeping Safe</b> Talk about how to keep their bodies healthy and safe; Name ways to stay safe around medicines; Know how to stay safe in their home, classroom and outside; Know age-appropriate ways to stay safe online; Name adults in their lives and those in their community who keep them safe.</p>	<p>Can make choices and communicate what they need. <b>Begin to show perseverance when faced with challenges.</b> Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p><b>SCARF: Rights and Respect</b> Understand that they can make a difference; Identify how they can care for their home, school and special people; Talk about how they can make an impact on the natural world; Talk about similarities and differences between themselves; Demonstrate building relationships with friends.</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <b>Show resilience and perseverance.</b></p> <p><b>SCARF: Being My Best</b> Feel resilient and confident in their learning; Name and discuss different types of feelings and emotions; Learn and use strategies or skills in approaching challenges; Understand that they can make healthy choices; Name and recognise how healthy choices can keep us well.</p>	<p><b>Able to identify and moderate own feelings. See themselves as a unique and valued individual.</b> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p> <p><b>SCARF: Growing and Changing</b> Understand that there are changes in nature and humans; Name the different stages in childhood and growing up; Understand that a baby grows in a woman's tummy; Use the correct vocabulary when naming the different parts of the body; Know how to keep themselves safe.</p>
School Values	Friendship	Compassion	Justice	Forgiveness	Perseverance	Courage
FEELIT Programme (Emotional Literacy)	Happy Calm	Sad Angry	Angry Tired	Excited Kind	Pleased Worried	Lonely Safe

## LITERACY

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme (possible themes)</b>	Marvellous Me Me and My World	Let's Celebrate	Up, Up and Away The World Around Us	Down at the Bottom of the Garden Ready, Steady, Grow	Feather's and Fur	Land Ahoy/transitions Commotion in the Ocean
<b>Educational Programme</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
<b>Curriculum Goals</b>	To become a <b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using simple sounds and digraphs they have learnt). To become a <b>Wow Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
<b>Term Specific Provision</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p><b>Read individual Phase 2 GPC's (taught to date)</b></p> <p><b>Identify initial sounds in words</b> <b>Orally blend and segment words</b></p> <p><b>Begin to use adjectives to describe a character</b></p> <p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name</p>	<p><b>Read individual Phase 2 GPC's</b></p> <p><b>Write my name correctly formed</b></p> <p><b>Read and write CVC words</b></p> <p><b>Write own name</b></p> <p><b>Know phase 2 tricky words by sight</b></p> <p><b>Orally create description of a character using 'who'</b></p> <p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know</p>	<p><b>Read individual Phase 3 GPC's (digraphs and trigraphs)</b></p> <p><b>Emergent writing:</b> Spell to write VC and CVC words independently using Phase 2/3 graphemes.</p>	<p><b>Read individual Phase 3 GPC's (digraphs and trigraphs)</b></p> <p><b>Read and write simple captions</b></p> <p><b>Know Phase 3 tricky words by sight</b></p> <p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop. Use conjunctions.</p>	<p><b>Read all Phase 2 and 3 GPC's</b></p> <p><b>Know Phase 2,3,4 tricky words by sight</b></p> <p>Write a simple sentence with a capital letter and full stop Use conjunctions (and, because)</p> <p><b>Emergent writing:</b> Show awareness of the different audience for writing.</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound</p>

	<p>copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Draws prewriting patterns: lines, circles, bumps, zig zags</p>	<p>there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write initial sounds using known GPC's</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters.</p>	<p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. <b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p><i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</i></p>						
<b>Drawing club</b>	<p>New vocab: 3 words Name copying and writing Writing secret symbols, initial sounds Focus on characters</p>	<p>New vocab: 3 words Name copying and writing Writing secret symbols, initial sounds, CVC words Focus on characters</p>	<p>New vocab: 4 words Writing phonetically decodable words, phrases and captions, tricky words Focus on settings</p>	<p>New vocab: 4 words Writing phonetically decodable words, phrases and captions, tricky words Focus on settings</p>	<p>New vocab: 6 words Writing phonetically decodable words, simple sentences Focus on narratives</p>	<p>New vocab: 6 words Writing phonetically decodable words, simple sentences with connectives (and, because, so, but) Focus on narratives</p>
<b>Helicopter Story Writing Development using 5 part story Once upon a time One ___ Day Unfortunately Fortunately</b>	<p>Model creating story maps using 5 part story</p> <p>Child begins to add initial sounds</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need</p>	<p>Child confident to write a simple short story. May still need a phonics mat to support.</p>

<p><b>Finally</b></p>		<p>and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>	<p>phonic mat or work bank to support. Adult writes any unknown words.</p>	<p>a phonics mat to support.</p>	
<p><b>More detail on ULS phonics progression can be found in ULS progression document</b></p>	<p><u>VIPERS focus</u> – to say what we think a book is about by looking at the cover (P), to say who your favourite character is (E)</p> <p><u>ULS Phonics</u> Phase 1/2 reading</p>	<p><u>VIPERS focus</u> – to explain how a character is feeling (I), to answer simple questions about what has happened (R)</p> <p><u>ULS Phonics</u> Phase 2/3</p>	<p><u>VIPERS focus</u> – to use words to describe a character or setting (V), to say what happened first in the story (S)</p> <p><u>ULS Phonics</u> Phase 3</p>	<p><u>VIPERS focus</u> – to say what you think will happen next (P), to explain why something happened (R/I)</p> <p><u>ULS Phonics</u> Phase 3 mastery</p>	<p><u>VIPERS focus</u> – to explain why we like a character or story (E), to find a word which means.... (V)</p> <p><u>ULS phonics</u> Phase 4</p>	<p><u>VIPERS focus</u> – to say what happened at the beginning, middle and end of a story (S)</p> <p><u>ULS phonics</u> Phase 4</p>

## MATHMATICS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme (possible themes)</b>	Marvellous Me Me and My World	Let's Celebrate	Up, Up and Away The World Around Us	Down at the Bottom of the Garden Ready, Steady, Grow	Feather's and Fur	Land Ahoy/transitions Commotion in the Ocean
<b>Educational Programme</b>	Developing a strong grounding in number is essential so that all children develop the necessary building to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationship between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematic is built. In addition, it is important that the curriculum includes rich opportunities for the children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interest in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
<b>Curriculum Goals</b>	To become a <b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
<b>Development Matters</b>	Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.					
<b>Term Specific Provision</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>NCETM Mastering Number</b>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills.</p> <p>They will explore the composition of numbers within 5.</p> <p>They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> </ul> <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>	
<b>White Rose Maths covering Shape, Space and Measure</b>	Compare capacity Explore pattern	Circles and triangles Spatial awareness	Shapes with 4 sides Time - Night and day	3D shape Repeating Pattern (2) Length and height	Compare mass (2) Spatial reasoning (1) Spatial reasoning (2)	Compare capacity (2) Time Spatial reasoning (3) Spatial reasoning (4)

## UNDERSTANDING THE WORLD

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (possible themes)	Marvellous Me Me and My World	Let's Celebrate	Up, Up and Away The World Around Us	Down at the Bottom of the Garden Ready, Steady, Grow	Feather's and Fur	Land Ahoy/transitions Commotion in the Ocean
<b>Educational Programme</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection for stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will sill support later reading comprehension.					
<b>Curriculum Goals</b>	To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a <b>Compassionate Citizen</b> who can help to look after their community and care for their environment, know some reasons why Rickmansworth is special, have an awareness of their own and other people's cultures and beliefs.					
	<b>Skills and knowledge progression supporting children to access the Key Stage 1 curriculum</b>					
<b>Geography</b>	<p>Draw information from a simple map such as identifying land and water on a map or globe.</p> <p>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Make observations of the environment around them drawing pictures of animals and plants</p> <p>Recognise and discuss how environments in stories and images are different to the environment they live in.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</p> <p>Draw real or imaginary maps even if features are indistinguishable. Increase their knowledge and sense of the world around them through offsite visits (e.g. local walk to the library, trips to aquadrome, Tesco, canal, fire station)</p>				<p>Town, village, road, house, farm, world, globe, earth, map, rainy, sun, sunny, snow, snowy, cloud, cloudy, wind, windy, fog, foggy, seasons, Autumn, Winter, Spring, Summer, weather, manmade, natural habitat, world, place, community, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, forwards, backwards, right, left, map, route, globe, then, now, before, after, next</p>	
<b>History</b>	<p>Being aware of changes that happen throughout the year (e.g. seasons, nature) Use class calendar to support understanding</p> <p>Using photographs and images to make simple observations about the past and compare to the present day.</p> <p>Communicating findings by pointing to images and using simple language to explain their thoughts. Deciding whether photographs or images (e.g. from stories) depict the past.</p> <p>Recognising that some stories are set a long time ago and using stories and non-fiction books to find out about life in the past.</p> <p>Recognising significant dates for them (birthday).</p> <p>Recalling special people in their own lives.</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")</p> <p>Explore history and communicate understanding using a variety of approaches (e.g. discussion/drama/role play/drawing/making models/writing)</p> <p>Experiencing cause and effect in play.</p> <p>Beginning to recognise similarities and differences between the past and today.</p> <p>Asking questions about the differences they can see in photographs or images (in stories) that represent the past.</p> <p>Compare and contrast characters from stories, including figures from the past and their impact.</p> <p>To know that in fairy tales kings and queens are usually important powerful people who rule over others</p>				<p>Old, new, first, next, yesterday, today, past, present, future, Adult, baby, toddler, child, teenager, change, grown, a long time ago, history, historian, now, then</p>	
<b>Science</b>  <b>Working Scientifically (WS)</b>	<p>Explore the school grounds, local area and natural world around them, making observations and drawing pictures of animals and plants</p> <p>Describe what they see, hear and feel whilst outside (WS)</p> <p>Develop an understanding about growth, decay and changes over time e.g. using the garden allotment when planting, visiting secret garden planting projects</p> <p>Understand the effect of changing seasons on the natural world around them</p>				<p>Season, question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, attract, freeze, melt, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk,</p>	

	<p>Through experimentation, develop their own ideas (WS)</p> <p>Express and communicate their discoveries and understanding using subject specific language</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p>Ask questions to find out more (WS)</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (WS)</p> <p>Make simple records of what I notice or how things change (WS)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (WS)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>				<p>leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth</p>	
<b>Computing</b>	<p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology (IWB – Busy Things)</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p> <p>Knows that information can be retrieved from digital devices and the internet</p> <p>Can create content such as a photo or video recording</p> <p>Logs on to busy things using password</p>				<p>Technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume</p>	
<b>Religious Education</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>GOD/CREATION</b> Why is the word God so important to Christians? (UC)	<b>Christmas:</b> Why do Christians perform Nativity plays at Christmas? (UC) Advent/Christmas Diwali	<b>Incarnation:</b> What makes every single person unique and precious? (EP)	<b>Easter:</b> Why do some Christians put a cross in an Easter garden? (UC) Ramadan/ Eid al fitr (depending on time of year)	<b>Creation:</b> How can we care for our wonderful world? (EP)  Tu B'shevat – Jewish birthday of trees festival	<b>Salvation:</b> How can we help others when they need it? (EP)
	<p>Understand some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>					

## EXPRESSIVE ARTS AND DESIGN

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme (possible themes)</b>	Marvellous Me Me and My World	Let's Celebrate	Up, Up and Away The World Around Us	Down at the Bottom of the Garden Ready, Steady, Grow	Feather's and Fur	Land Ahoy/transitions Commotion in the Ocean
<b>Educational Programme</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<b>Curriculum Goals</b>	To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly.					
<b>Art</b>	Develop ideas through experimentation with diverse materials e.g. watercolours, powder paints, chalk pastels, clay, fabric and natural resources. Explore colour and how colours can be changed and use these colours for a purpose, e.g. mixing/combining colour – powder paint. Use increasing knowledge and understanding of tools and materials to explore interests and be curious. Explore, use and refine a variety of artistic effects to express ideas and feelings. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Respond imaginatively to notable works of art or sculptures. Share their creations, explaining the process they have used.				Colour, Marks, Mix, Lines, Space, Texture, Smooth, Shiny, Rough, Prickly, Flat, Patterned, Jagged, Bumpy, Soft and Hard, Flaky, Fixed, Cut, Structure, Combine, Observation, Join, Paint, draw, sculpture, lines, circles, shapes, primary, secondary, light, dark, print, artist	
<b>DT</b>	Understand basic food hygiene e.g. washing hands and food. To begin to understand there are healthy and unhealthy choices. Learn to chop foods safely including harder textures e.g. apples. Explore different methods of cooking e.g. oven, boiling Begin to choose materials for a purpose. Talk about what they are making, referring to some of the materials or techniques used to join materials. Attempt to draw their designs before building. Join materials together using; PVA glue, Pritt sticks, selotape, masking tape, split pins, treasury tags, pegs etc. Choose materials from a range of resources and use different techniques for a purpose. Think about the best way to join materials together e.g. split pins to create movement. Use scissors and other tools safely within the classroom e.g. hole punchers/ staplers. Build models with construction toys, including; walls, roof, enclosure, bridges, towers, windows and doors. Build dens with loose parts, including; walls, roof, enclosure, towers, entrance/exit. Know how to use equipment such as a selotape dispenser and stapler				Plan, design, draw, label, sequencing words such as first, then, next, build, construct, make, stack, join, model, tower, walls, roof, den, entrance/exit, window, door, structure, inside, decorate	
<b>Music</b>	Sing in a group or on their own, increasingly matching the pitch and following the melody Remember and sing from memory an increasing number of simple songs, that are familiar to them or have repeated phrases including nursery rhymes Collaborate to perform songs and rhymes with others, including whole class performances e.g. Christmas play Listen to, talk about and begin to recognise different sounds made by musical instruments and sound makers (including in the music garden) Continue to learn the correct names for some basic percussion instruments and how to handle them Use a range of musical instruments and explore them to create different sounds by banging, plucking, blowing and strumming Develop an understanding of how to create music, using and changing sounds intentionally e.g loud/quiet, fast/slow, long/short Explore and engage in music making, performing solo or collaboratively in a group Follow instructions of when to sing/play an instrument and when to rest (stop) – using the choral bells Learn to start singing / playing in response to 'counting in' by an adult, "Here we go" Copy and tap out simple repeated rhythms Listen attentively to and talk about a range of music, including live performances by visiting musicians Express their thoughts, ideas and feelings in response to music Begin to move in time to music				higher, lower, volume, quieter, louder, speak, quieter, louder, tempo, pulse tune, higher, lower, volume, quieter, louder, pulse, tune, names of instruments and words to describe how to play - slide, pulse, start, symbol, up, down, note, tune	

