

# Reception Curriculum Overview 2023-24

## Our Year ahead

A warm welcome to Donaldson class!

This year, Miss Wilkinson, Mrs Grainger and I will be your teachers - we are very lucky!

Donaldson class is very different to all the other classes at St Joseph's. We do not sit down for formal lessons like everyone else, the teachers listen to what we like and what we enjoy doing and then tailor our activities to suit us. We also follow a different curriculum, it is called Development Matters; as the year progresses, we move onto the Early Learning Goals We like to take our learning outside, where we work on our physical development. You will often find us outside, wrapped up warm in our waterproofs and wellies, making potions in our mud kitchen, composing music on our music wall, building obstacle courses for our friends or riding on a digger in our sand shed. Our indoor and outdoor classrooms are vocabulary rich learning environments. We learn new, and extend our vocabulary every day through regular reading of high quality texts, purposeful play with our teachers and peers and through direct teaching of the meaning of ambitious new vocabulary. Donaldson Class has a 'Seeds and Gardeners' project where a reception child (the seed) will be linked to one of our year 6 pupils (the gardeners). Gardeners will act as a buddy to their seed, helping them find their way around school in the first few days and weeks. Each seed will see their gardener in and around school quite often for the first term and in this way we hope to help nurture each child so that they blossom and shine. Each seed receives a Sunflower seed during our Harvest Assembly in the Autumn Term. The seed will nurture their Sunflower seed throughout their time with us and see it flourish and grow as they grow. You can take a look on our class dojo to see all the wonderful things we have been doing in class. Please feel free to send me pictures of exciting places you've visited, things you've done or special achievements so we can share and celebrate these with the class.

We have an exciting year ahead planned, filled with lots of learning and enriching experiences, let's get started!

Warm regards, Mrs Holliday

# Religious Education



Love one another.

## Autumn Term

### Creation and covenant & Prophecy and promise

God is love. God made each of us. God loves each one of us as a unique person. God made a wonderful world and what He creates is good. God loves us and we are part of a family.

Mary was chosen by God to give birth to his Son. Advent is a time to prepare for Christmas. Jesus was born in a stable and laid in a manger. Shepherds were told by the angel to visit him. God sent Jesus to love us all.

'Aspire not have more but to be more.' *Oscar Romero*

## Prayer and Liturgy

Each week children take part in prayer and liturgy. We prayer together each day in our class worship, spending time being still and developing our personal relationship with Christ. A Catholic behaviour, piece of scripture and worldly issues and celebrations will form the basis of our prayer times together.

## Spring

### Galilee to Jerusalem & Desert to garden

The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone.

Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple religious symbols in Lent and Easter.

## Summer

### To the ends of the Earth & Dialogue and Encounter

The Holy Spirit is our friend. The Holy Spirit looks after us. Pentecost is the coming of the Holy Spirit. The Good News of Jesus lived out by the early Christian community.

Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.



## Caritas in Action

Here we learn that Catholic Social Teaching is based on the belief that God has a plan for creation; a plan to build his Kingdom of peace, love and justice. It holds that God has a special plan for every single one of us, whoever we are. This part of our learning is about learning a vocation for the common good, a call to treat everyone as our brothers and sisters. It is something that we all share.

# Reception Curriculum Overview

## HRSE

### Life to the Full

Life to the Full – Religious understanding that we are created individually by God to love and be loved. Children’s understanding of how they care and value themselves is a crucial part of developing self-esteem and personal confidence in the early years. Only through having a sense of self-worth can they begin to appreciate the worth of others. In EYFS, the children are growing in their awareness that they exist in relationships with other people beyond themselves and immediate families. We aim to live as a mirror image of Christ. Throughout our year, we will be focusing on kindness and choosing kindness in our lives. Kindness will be at the heart of our reflections and the children will be encouraged to talk about the kindness they themselves have experienced. We will be thinking about others, noticing similarities and differences and how to celebrate these. We will also spend time exploring truth and the difficulty with being truthful and in forgiving others. We will be using many bible stories to see Jesus and his ever-giving forgiveness. It is important to note that many opportunities for RHE teaching are weaved throughout the EYFS curriculum, especially within the Prime areas of learning.

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>	<a href="#">Unit Prayer Assessment Activity</a>
	<b>Story Sessions:</b> <a href="#">Handmade with Love</a>	<b>Session 1</b> <a href="#">I Am Me</a>  <b>Session 2</b> <a href="#">Heads, Shoulders, Knees and Toes</a>  <b>Session 3</b> <a href="#">Ready Teddy?</a>	<b>Session 1</b> <a href="#">I Like, You Like, We All Like!</a>  <b>Session 2</b> <a href="#">Good Feelings, Bad Feelings</a>  <b>Session 3</b> <a href="#">Let's Get Real</a>	<b>Session 1</b> <a href="#">Growing Up</a>	<b>Session 1</b> <a href="#">Role Model</a>	<b>Session 1</b> <a href="#">Who's Who?</a>  <b>Session 2</b> <a href="#">You've Got a Friend in Me</a>  <b>Session 3</b> <a href="#">Forever Friends</a>	<b>Session 1</b> <a href="#">Safe Inside and Out</a>  <b>Session 2</b> <a href="#">My Body, My Rules</a>  <b>Session 3</b> <a href="#">Feeling Poorly</a>  <b>Session 4:</b> <a href="#">People Who Help Us</a>	<b>Session 1</b> <a href="#">God is Love</a>  <b>Session 2</b> <a href="#">Loving God, Loving Others</a>	<b>Session 1</b> <a href="#">Me, You, Us</a>

## English Curriculum

### Spoken Language

The children will be taught to:

- Use language to imagine and recreate roles and experiences in play situations.
- Use talk to organise and sequence ideas, feelings and events.
- Use talk to clarify thinking.
- Use talk to express themselves effectively in a range of situations.
- Show awareness of listeners' needs when communicating.
- Use past, present and future forms when discussing events and experiences.
- Develop own narratives by connecting ideas or events.
- Show awareness of the listener (audience) by making changes to language and non-verbal features.
- Recount experiences and stories.
- Use a range of vocabulary to add information, express ideas and explain actions or events
- Justify experiences and ideas

### Reading

It is our aim to nurture a love of reading. We have focus books guided by the children's interests. We have a range of high quality texts available within each area of our continuous provision.

### Phonics - Read Write Inc.

Read Write Inc. is the phonics programme we use in school in order to teach your child to read and write fluently and confidently. Read Write Inc. is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds when reading and writing.

Reading When using Read Write Inc. to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using sound blending (Fred talk).
- Read lively stories featuring words they have learnt to sound out.
- Show that they comprehend the stories by answering 'find it' and 'prove it' discussion questions.

Writing When using Read Write Inc. to write the children will:

- Learn to write the letters/letter groups which represent the 44 sounds.
- Write their own name.
- Write left to right and top to bottom.
- Learn to write VC and CVC words by saying the sounds and graphemes (Fred fingers).
- Learn to spell tricky words such as: the, to, I, no, go independently.
- Learn to write simple sentences by orally composing these and holding the sentences in their memory before attempting to write. Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, post-cards, menus.

### **Handwriting**

The children will be introduced how to correctly form letters through our phonics sessions, where they will learn short rhymes to help them remember. Children will practice letter formation; sitting comfortably at a table and developing a correct pencil grip. The children will learn how to print letters correctly to best support them when they reach Year 1. Alongside this, the children will be taking part in many activities to develop their fine motor and co-ordination.

### **Home Reading**

Children take home 'Book Bag Books' linked to their phonics reading level. The books are not only to develop their reading fluency but also their reading fluency but also their reading comprehension/understanding of what they have read. Asking questions based on vocabulary, illustrations and character emotions is a great way to measure your child's understanding.

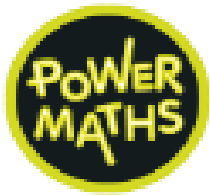
### **Book Talk**

The children will focus on a quality storybook each week linked to our literacy curriculum. During book talk time, the children will come together and share/explore a story, telling the story alongside the teacher using props, sounds and actions in a way that promotes a positive experience and deeper understanding. Through 'book talk' children will become more confident in sharing their ideas and opinions and become more familiar with plot, characters and setting whilst being exposed to a rich, quality vocabulary. We will pose questions to the children about their likes/dislikes, opinions on characters or the story ending, through this modelling; children will start to gain important comprehensive skills and a love of reading. Children will apply their phonic knowledge to complete short writing opportunities linked to book talk.

### **The Structure of our English Curriculum**



We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.



# Maths Curriculum

## Reception Overview

<b>Autumn</b>	Unit 1: numbers to 5
	Unit 2: Comparing groups within 5
	Unit 3: Shape (2D & 3D shapes)
	Unit 4: Change within 5
	Unit 5: Number bonds within 5
	Unit 6: Space
<b>Spring</b>	Unit 7: Numbers to 10
	Unit 8: Comparing numbers within 10
	Unit 9: Addition to 10
	Unit 10: Measure (length, height & weight)
	Unit 11: Number bonds to 10
	Unit 12: Subtraction
	Unit 13: Exploring patterns
<b>Summer</b>	Unit 14: Counting on and counting back
	Unit 15: Numbers to 20
	Unit 16: Numerical patterns
	Unit 17: Shape (Composing and decomposing shapes)
	Unit 18: Measure (Volume and capacity)
	Unit 19: Sorting
	Unit 20: Time

### NCETM-Mastering Number

Alongside our daily maths lessons and maths in provision, children will be completing the mastering number programme. This programme aims to secure firm foundations in the development of good number sense for all children. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention is given to key knowledge and understanding to support future success.

### Continuous Provision

Maths can be found in all areas of provision. Carefully planned activities along with sensitive questioning and discussion by adults plays a key part in developing, securing and deepening children's mathematical understanding. It is our aim that all children develop firm mathematical foundations in engaging and age appropriate ways.

# Physical Education

## Physical Development

In addition to indoor and outdoor provision being readily accessible to children through classroom provision to promote physical development, children in Donaldson class will participate in 2 hours of high quality Physical Education lessons. These lessons will focus on developing Fundamental Movement Skills (FMS).

### Autumn

#### Autumn 1

FMS Elma      FMS Space

#### Autumn 2

FMS How to catch a star  
Balance Bikes

### Spring

#### Spring 1

FMS Transport      Dance: Blue moose

#### Spring 2

FMS Castles  
FMS Rumble in the Jungle

### Summer

#### Summer 1

FMS Rosie's Walk      FMS Seaside

#### Summer 2

EYFS additional FMS unit  
FMS Superworm

## Forest School

Forest schools in a child-centred inspirational process that offers opportunities for developing confidence and self-esteem through learner inspired, hands on experiences. Children in Donaldson class spend many hours per week learning and developing through a Forest Schools approach.

## Daily Mile

We aim to complete the golden mile every day as an additional way to promote physical activity. We encourage children to move, run or jog if possible, for five consecutive minutes. The objective is to create better health, fitness and well-being of children at St Joseph's.

## Extra-Curricular

Extra-Curricular Children are invited to improve and develop their fundamental movement skills through extra-curricular clubs. These are available to all children in Donaldson Class throughout the year.

The following pages set out anticipated topics that will be covered throughout the academic year. However, we believe that children learn best when following their interests; therefore, these topics will be adapted in order to pursue children’s interests.

Autumn		
Brief Overview	Autumn 1 – Home Sweet Home/At the Farm <ul style="list-style-type: none"> <li>• Families</li> <li>• Feelings</li> <li>• The place where we live; where do I belong?</li> <li>• Autumn &amp; seasonal changes</li> <li>• Weather patterns</li> <li>• Investigating &amp; exploring maps</li> </ul>	Autumn 2- Family Album <ul style="list-style-type: none"> <li>• Past and Present</li> <li>• Changes from baby to present age</li> <li>• Death of the Queen, King Charles as a baby/now</li> <li>• Birthday celebrations</li> <li>• Advent &amp;Christmas</li> </ul>
Prime Areas of Development		
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Become confident in our new classroom</li> <li>• Build friendships with our peers</li> <li>• Confident to try new activities and takes risks in</li> </ul>	
Communication and Language	<ul style="list-style-type: none"> <li>• Listen and join in with stories</li> <li>• Follow simple instructions</li> <li>• Using focused vocabulary reflecting our widening vocab</li> </ul>	
Physical Development	<u>Gross Motor Development</u> <ul style="list-style-type: none"> <li>• Gain greater independence of own physical needs</li> <li>• Practise good hygiene self-care</li> <li>• Experiment with different ways of moving and travelling, negotiating our space safely</li> <li>• Develop our ‘Fundamental Movement Skills’: Running, hopping, jumping, galloping, side-step, static balance, balance on one foot, travel along bench,</li> </ul>	<u>Fine Motor Development</u> <ul style="list-style-type: none"> <li>• Use one handed tools, such as, scissors, pencils, paintbrushes</li> <li>• Manipulate materials to change the shape and properties</li> <li>• Gain confidence and independence when using knife and forks during lunchtimes.</li> <li>• Begin to form recognisable letters.</li> </ul>



Physical Development	<u>Gross Motor Development</u> <ul style="list-style-type: none"> <li>• Gain greater independence of own physical needs</li> <li>• Practise good hygiene self- care</li> <li>• Experiment with different ways of moving and travelling, negotiating our space safely</li> <li>• Develop our 'Fundamental Movement Skills': Running, hopping, jumping, galloping, side-step, static balance, balance on one foot, travel along bench,</li> </ul>	<u>Fine Motor Development</u> <ul style="list-style-type: none"> <li>• Use one handed tools, such as, scissors, pencils, paintbrushes</li> <li>• Manipulate materials to change the shape and properties</li> <li>• Gain confidence and independence when using knife and forks during lunchtimes.</li> <li>• Begin to form recognisable letters.</li> </ul>
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	rolling a ball.	
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Specific Areas of Development		
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Literacy	<u>Reading</u> <ul style="list-style-type: none"> <li>• Listen to stories and talk about them with others</li> <li>• Become familiar of traditional tales and be able to recall the characters and events</li> <li>• Develop our book talk skills</li> <li>• Begin our Red Rose Letters and Sounds journey</li> <li>• Recognise familiar words, eg. Names</li> <li>• Begin to segment and blend simple words in books</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>• Give meaning to marks we make</li> <li>• Gain confidence in writing own names</li> <li>• Create short stories through pictures</li> <li>• Understand how text is arranged</li> <li>• Attempt to write simple words and sentences using segmenting</li> <li>• Gain confidence forming letters</li> </ul>
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Mathematics	<ul style="list-style-type: none"> <li>• Enjoy taking part in number rhymes and songs</li> <li>• Begin to order numbers 0-20</li> <li>• Have an interest in numbers and quantities in our environment, sometimes matching objects to the correct numbers</li> <li>• Enjoy exploring shapes in our environment</li> <li>• Develop an awareness of ways we measure through practical experiences, for example, weighing ingredients</li> <li>• Recognise familiar numbers and beginning to recognise numbers 0-10</li> <li>• Counting up to 20</li> <li>• Counting objects with accuracy</li> <li>• Widen our mathematical vocabulary</li> </ul>
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Understanding the world	<ul style="list-style-type: none"> <li>• Talk about past events in own lives and lives of family members</li> <li>• Understand that other children do not always enjoy same things and be sensitive to this</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Talk about features of own and immediate environment and how environments vary</li> <li>• Make observations about animals and plants, explain why things occur/ talk about changes</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• 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;</li> <li>• Select and use technology for different purposes</li> </ul>	
Expressive Arts and Design	<u>Exploring and using media and materials</u>	Being Imaginative

	<ul style="list-style-type: none"> <li>• Sing familiar songs and learn new songs and hymns</li> <li>• Explore musical instruments to make music</li> <li>• Explore a variety of materials, tools and techniques</li> <li>• Experiment with colour, design, texture form and function</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to build and create with a purpose in mind, selecting the resources and tools that will be needed</li> <li>• Share our ideas, thoughts and feelings through our designs, artwork, music, dance, role play and stories</li> </ul>
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Spring

Brief Overview	<p>Spring 1-Land of the Dragon - China</p> <ul style="list-style-type: none"> <li>• Lunar New Year</li> <li>• Chinese Dance</li> <li>• China the Country</li> <li>• Food &amp; Culture</li> <li>• Chinese writing</li> <li>• Weather/Seasons</li> </ul>	<p>Spring 2-Fire Fire</p> <ul style="list-style-type: none"> <li>• Fire Safety</li> <li>• Great Fire of London</li> <li>• Fire Station Visit</li> <li>• Fire at Forest school</li> <li>• Experimenting with colour</li> </ul>
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## Prime Areas of Development

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>• Become confident to talk about what we are good at and what we like and don't like.</li> <li>• Asking for help when we need it.</li> <li>• Understand how what we do makes others feel</li> <li>• Begin to solve our own problems with our friends without adult support</li> <li>• Understand, and follow the rules throughout the school</li> <li>• Gain confidence to try new activities and speak in front of the class</li> <li>• Ask questions to find out more information</li> </ul>	
<p>Communication and Language</p>	<ul style="list-style-type: none"> <li>• Join in and respond to stories, thinking about what will happen next</li> <li>• Respond and talk to others while doing something else</li> <li>• Develop a wide range of vocabulary and find out about new words.</li> <li>• Able to follow a story without looking at the pictures</li> <li>• Use this knowledge when speaking to others</li> <li>• Answer 'how' and 'why' questions</li> <li>• Use our tenses correctly</li> </ul>	
<p>Physical Development</p>	<p><u>Gross Motor Development</u></p> <ul style="list-style-type: none"> <li>• Experiment with different ways of moving and travelling, negotiating space safely</li> <li>• Continue to develop our 'Fundamental Movement Skills' focusing on controlling an object through throwing, kicking, patting a ball</li> <li>• Begin to change movements to music thinking about the rhythm, speed and type of sounds we can hear</li> </ul>	<p><u>Fine Motor Movement</u></p> <ul style="list-style-type: none"> <li>• Use one handed tools, such as, scissors, pencils, paintbrushes effectively</li> <li>• Manipulate materials to change the shape and properties</li> <li>• Being independent when using knife and forks during lunchtimes and show an understanding of how we keep our bodies healthy</li> <li>• Form recognisable letters correctly</li> </ul>

Specific Areas of Development		
Literacy	<p>Reading</p> <ul style="list-style-type: none"> <li>• Listen to stories, talking about key events, characters and share what we think might happen next with others</li> <li>• Become aware that we have different genres of books, for example, to gain information about a topic or to follow instructions to make something</li> <li>• Continue to build a repertoire of stories through 'Talk 4 Writing'.</li> <li>• Use these stories to plan our own through story mapping</li> <li>• Recognise familiar words and be able to segment and blend VC, CVC</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>• Give meaning to marks and attempt to write short sentences using our phonic knowledge to sound out the words</li> <li>• Create stories through pictures and story mapping</li> <li>• Understand how text is arranged</li> <li>• Continue to gain confidence when forming letters correctly, using cursive handwriting</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Finding the correct numeral to represent numbers up to 20</li> <li>• Ordering familiar events and talking about time</li> <li>• Finding 1 more/ less than in a group of up to 10 objects and beyond 10</li> <li>• Identifying and talking about 2D and 3D</li> <li>• Adding and subtracting using practical methods shapes</li> <li>• Counting reliably and ordering numbers up to 20</li> <li>• Estimating a group of objects</li> <li>• Using non-standard forms of measurement to compare and measure items</li> </ul>	
Understanding the world	<ul style="list-style-type: none"> <li>• Understand that other children do not always enjoy same things and be sensitive to this</li> <li>• Discuss similarities and differences between themselves, others and among families, communities and traditions</li> <li>• Select and use technology for different purposes</li> </ul>	
	<ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Understand important processes and changes in the natural world</li> <li>• 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;</li> </ul>	

Expressive Arts and Design

Exploring and using media and materials

- Sing familiar songs and learn new songs and hymns
- Explore musical instruments to make music
- Explore different types of food to create pieces of artwork
- Experiment with colour, design, texture form and function

Being Imaginative

- Begin to build and create with a purpose in mind, selecting the resources and tools that will be needed
- Create our own pictures, stories and shows using what we have discovered through our experiences and the stories we know
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- Create our own pictures, stories and shows using what we have discovered through our experiences and the stories we know

Brief Overview	Summer 1-Great Outdoors <ul style="list-style-type: none"> <li>• Seasonal change</li> <li>• Plants</li> <li>• At the seaside</li> <li>• Shadows</li> <li>• Where would you choose to go on holiday?</li> <li>• Sunflowers</li> <li>• Postcards/travel brochures</li> <li>• Compare Wesham to Blackpool</li> </ul>	Summer 2: TBC
Prime Areas of Development		
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Become confident to try new activities and reflect on how we found them</li> <li>• Play cooperatively, taking turns with others             <ul style="list-style-type: none"> <li>• Develop our confidence when speaking in a familiar group, and take turns when listening to others.</li> <li>• Discuss with our friends ways that we could carry out our ideas games and activities</li> <li>• Share how we are feeling and understand the feelings of others</li> <li>• Be sensitive to others' needs and feelings, and form positive relationships with adults and other children</li> <li>• Discuss our own and others' behaviour, its consequences, and know that some behaviour is unacceptable.</li> <li>• To know and share the understanding that everybody is a precious, unique and gifted person created by God.</li> <li>• Work as part of a group or class, and understand and follow rules.</li> </ul> </li> </ul>	
Communication and Language	<ul style="list-style-type: none"> <li>• Listen attentively to a range of situations</li> <li>• Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>• Respond appropriately to what others say, while engaged in another activity</li> <li>• Follow instructions involving several ideas or actions</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>• Develop our own explanations by connecting ideas/events when taking part in class discussions</li> </ul>	

Physical Development	<u>Gross Motor Development</u> <ul style="list-style-type: none"> <li>Show good control of large body movements, negotiating space well to avoid obstacles</li> <li>Continue to develop our 'Fundamental Movement Skills' focusing on controlling an object through throwing, kicking, patting a ball</li> <li>Use our skills to take part in our schools Sports Day, working as part of a team and applying fundamental movement skills</li> </ul>	<u>Fine Motor Development</u> <ul style="list-style-type: none"> <li>Using one handed tools, such as, scissors, pencils, paintbrushes effectively</li> <li>Form well sized, recognisable letters, which are formed correctly.</li> </ul>
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Specific Areas of Development		
Literacy	<u>Reading</u> <ul style="list-style-type: none"> <li>Read and understand simple sentences</li> </ul> <p>Use phonic knowledge to decode regular, words and read them aloud accurately. Including some high frequency words and 'tricky' words</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding when talking with others about what we have read when taking part in Read Write Inc activities and guided reading</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match our spoken sounds</li> <li>Write some irregular common words</li> <li>Write sentences which can be read by ourselves and others. Some words are spelt correctly and others are phonetically plausible</li> </ul>

Mathematics	<ul style="list-style-type: none"> <li>Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</li> <li>Using quantities and objects, we can add and subtract two single digit numbers and count on or back to find the answer</li> <li>Solve problems, including doubling, halving and sharing</li> <li>Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems</li> <li>Recognise, create and describe patterns</li> <li>Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> </ul>
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Understanding the world	<ul style="list-style-type: none"> <li>• To know that other children do not always enjoy same things and be sensitive to this</li> <li>• To select and use technology for different purposes</li> <li>• 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;</li> <li>• Know about similarities and differences in relation to places, objects, materials and living things</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one to another</li> <li>• Talk about features of own environments and how environments vary</li> </ul>	
Expressive Arts and Design	<u>Exploring and using media and materials</u> <ul style="list-style-type: none"> <li>• Sings songs, makes music and dance and experiment with ways of changing them</li> </ul>	<u>Being Imaginative</u> <ul style="list-style-type: none"> <li>• Us what we have learnt about media and materials in original ways, thinking about uses and purposes</li> <li>• Represent our own ideas, through an feelings through design and technology, art, music, dance, role play and stories</li> </ul>

*Our curriculum ensures that we fulfil our Early Learning Goals and we will then be ready to continue our Learning journey in Key Stage One.*