



Greenside Primary School
Reception Class Curriculum
2023-24

Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my World	Old and New	Traditional Tales	Incredible Eggs	The Great Outdoors	Healthy Planet, Healthy Me
Key Texts	A Squash and a Squeeze Little Rabbit Foo Foo Who are You? In Every House in Every Street	Terrific Toys of the Past Toys from around the World Lost in the Toy Museum Dear Santa The First Christmas	The Gingerbread Man The Three Little Pigs Penguins The Great Race (Chinese New Year)	Croc and Bird Ducks A Big Cuddle (Poetry)	Supertato Marvellous Moon Map Marvellous Mini Beasts	Anna Hibiscus Ten Things I can Do to Help my World Give it a Go, Eat a Rainbow
Prime Areas of Learning						
Communication and Language						
Listening, attention, understanding and speaking	<p>To know and understand how to listen carefully and why listening is important.</p> <p>To know and talk about the school rules and how they help to keep us happy and safe.</p> <p>To increasingly engage with stories and non-fiction books.</p> <p>To be maintain attention in small group situations.</p> <p>To give a response to a question, and begin to ask a question or make a relevant comment after listening.</p> <p>To be able to talk about and describe themselves, their families and home.</p> <p>To know and be able to use the new vocabulary taught in through topics, stories, discussion and play.</p>	<p>To listen carefully and increasingly maintain attention.</p> <p>To engage with stories and non-fiction books.</p> <p>To listen and respond to the ideas of others.</p> <p>To know be able to use the new vocabulary taught in topic in discussions and play.</p> <p>To be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>To make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To begin developing social phrases.</p> <p>To hold a conversation when engaged in back-and-</p>	<p>To listen carefully and maintain attention.</p> <p>To have two span attention for a short time.</p> <p>To listen and respond to others, asking questions to find out more.</p> <p>To understand increasingly complex sentences.</p> <p>To follow a story without pictures or props.</p> <p>To know be able to use the new vocabulary taught in topic in discussions and play.</p> <p>To articulate their ideas and thoughts in well-formed sentences.</p> <p>To connect one idea or action to another using a range of connectives.</p> <p>To engage with stories and non-fiction books.</p>	<p>To listen carefully and maintain attention in a range of situations.</p> <p>To hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To ask questions to clarify understanding.</p> <p>To understand questions such as who, why, when, where, what and how.</p> <p>To know be able to use the new vocabulary taught in topic in discussions and play.</p> <p>To describe events in some detail in well-formed sentences, with increasing detail.</p> <p>To use talk to organize and clarify and thinking, solve problems; articulates with increasing detail ideas.</p>	<p>To listen carefully and concentrate in a range of situations.</p> <p>To understand increasingly complex sentences, including negatives, plurals and tenses.</p> <p>To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.</p> <p>To know be able to use the new vocabulary taught in topic in discussions and play.</p> <p>To use talk to help work out problems and organise thinking and activities.</p> <p>To be able to offer explanations for how and why things happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>	<p>To listen carefully to and talk about stories to build familiarity and understanding.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>

	To retell a known story using familiar story language and refrains.	forth exchanges with their teacher and peers.	<p>To express their ideas and feelings about their experiences using full sentences.</p> <p>To use the past, present and future tenses with greater accuracy.</p> <p>To use conjunctions, with modelling and support from their teacher.</p> <p>Uses language in play to imagine, and recreate roles.</p> <p>Introduces a storyline into play.</p>	<p>To be able to use talk to explain how things work and why they might happen.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>		To know and use the new vocabulary taught in Topic in discussions and play
Personal, Social and Emotional Development						
Self-regulation, managing self and building relationships	<p>To describe themselves positively and as an individual.</p> <p>To develop a sense of self as part of the class and school community.</p> <p>To interact positively with peers and familiar adults.</p> <p>To have ideas about what they would like to do in their play and to follow these.</p> <p>To know and understand the expectations for good behaviour.</p> <p>To talk about their own and other's emotions and behaviour and its consequences.</p> <p>To know how to seek support when needed.</p>	<p>To show confidence in choosing resources in self chosen activities.</p> <p>To begin to develop resilience when faced with a challenge.</p> <p>To talk with growing confidence in a familiar group about needs, opinions and ideas.</p> <p>To be more able to manage own feelings both socially and emotionally.</p> <p>To tolerate delay when needs are not immediately met.</p> <p>To begin to develop particular friendships.</p> <p>To take account of what others say.</p> <p>To manage own basic hygiene and personal needs.</p>	<p>To display high levels of involvement in self-chosen activities.</p> <p>To show a growing resilience and perseverance in the face of challenge.</p> <p>To identify and regulate their own feelings socially and emotionally.</p> <p>To be increasingly confident to try new activities.</p> <p>To show greater awareness of other's perceptions.</p> <p>To know how to repair a relationship if something goes wrong.</p>	<p>To have a clear idea of what they want to do and how to go about it.</p> <p>To be confident in choosing resources and perseverance in carrying out a chosen activity.</p> <p>To show understanding of their own feelings and those of others and to regulate their behaviour accordingly.</p> <p>To be increasingly flexible and cooperative within relationships.</p> <p>To begin to resolve conflicts with other children by negotiating and finding a compromise; with support.</p> <p>To self-regulate own behaviour without aggression.</p>	<p>To set own goals and work towards these.</p> <p>To persist and show resilience at a self-chosen activity.</p> <p>To think about the perspectives of other and respond to what they say.</p> <p>To take steps to resolve conflicts with other children by negotiating and finding a compromise, sometimes with support.</p> <p>To be able to manage their own needs.</p>	<p>To give focused attention in a range of situations.</p> <p>To work and play co-operatively with others.</p> <p>To show sensitivity to their own and the needs of others.</p> <p>To understand the importance of healthy food choices.</p>

PSED Jigsaw Focus	To understand how it feels to belong and that we are similar and different.	To identify something I am good at and understand everyone is good at different things.	To understand that if I persevere I can tackle challenges.	To understand that I need to exercise to keep my body healthy.	To identify some of the jobs I do in my family and how I feel like I belong.	To name parts of the body.
	To begin to recognise and manage my feelings.	To understand that being different makes us all special.	To tell you about a time I didn't give up until I achieved my goal.	To understand how moving and resting are good for my body.	To know how to make friends to stop myself from feeling lonely.	To tell you some things I can do and foods I can eat to be healthy.
	To enjoy working with others to make school a good place to be.	To know we are all different but the same in some ways.	To set a goal and work towards it.	To know which foods are healthy and not so healthy and can make healthy eating choices.	To think of ways to solve problems and stay friends.	To understand that we all grow from babies to adults.
	To understand why it is good to be kind and use gentle hand.	To tell you why I think my home is special to me.	To use kind words to encourage people.	To know how to help myself go to sleep and understand why sleep is good for me.	To begin to understand the impact of unkind words.	To express how I feel about moving to Year 1.
	To begin to understand children's rights and this means we should all be allowed to learn and play.	To tell you how to be a kind friend.	To understand the link between what I learn now and the job I might like to do when I'm older.	To wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.	To use Calm Me time to manage my feelings.	To talk about my worries and/or the things I am looking forward to about being in Year 1.
	To learn what being responsible means.	To know which words to use to stand up for myself when someone says or does something unkind.	To say how I feel when I achieve a goal and know what it means to feel proud	To know what a stranger is and how to stay safe if a stranger approaches me.	To know how to be a good friend	To share my memories of the best bits of this year in Reception.
Physical Development						
Gross Motor Skills	To ride a balance bike.	To begin to peddle a two-wheel bike.	To peddle a two-wheel bike with greater confidence.			
	To begin to ride a two wheeled scooter.	To ride a two wheeled scooter, showing greater balance and co-ordination.	To ride a two wheeled scooter with confidence and co-ordination.			
	To use core muscles to sit on the floor or at a table.	To begin to learn how to skip. To be able to safely use a hammer.	To be able to use core muscles to sit on the floor or at a table for extended periods of time.			
	To be able to walk across balance beams of different widths/ heights.	To be able to climb and swing on the climbing frame confidently and independently.	To be able to confidently hop and skip.			
	To be able to play 'throw and catch' with another child demonstrating increasing accuracy.	To be able to confidently use a range of large and small apparatus both indoors and outdoors, alone and in a group.	To be able to confidently negotiate space, and obstacles in relation to themselves and other both indoors and outdoors.			
	To show an awareness of space and speed when moving.	To further develop a range of ball skills - (e.g. throwing, catching, kicking, passing, batting, aiming).	To be fluent with a range of different movements, developing control and grace.			
	To use digging tools for a purpose.	To dress and undress with greater independence.	To be able to combine different movements with ease.			
	To know how to line up and queue and to begin to understand what is expected when doing this.					

	To begin to learn how to safely cross over the climbing frame. To be able to use large scale construction equipment safely. To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To begin to dress and undress with some support e.g. changing for PE.				To be secure with a range of ball skills (e.g. throwing, catching, kicking, passing, batting, aiming). To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To be able to dress and undress themselves independently.	
Gross Motor Skills (PE Focus)	To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner	To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target.	To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts.	To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping in different ways, showing control and co-ordination. To develop hopping with increased control. To explore different ways to travel using equipment.	To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus.	To aim when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against a partner. To develop co-ordination and play by the rules. To explore striking a ball and keeping score. To work co-operatively as a team.
Riding scooters (3 wheels progressing to 2 wheels), balance bikes and then pedal bikes (varying heights with no stabilisers) is ongoing across the terms. Continuous Provision outdoors e.g. obstacle course, climbing frame, digging area, large construction blocks are ongoing and enhanced across the year.						
Fine Motor Skills	To develop a comfortable static tripod grip. (A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadrupod grip has a fourth finger involved.) To know which hand I prefer to hold my pencil with. To draw zigzag lines, crossed lines. To draw simple humans including a head, legs and body. To use chunky, triangular pencils and large paint brushes. To hold scissors accurately with increased control and strength.		To hold a pencil between a thumb and two fingers with increasing strength and control. To copy diagonal lines, a square, a diagonal cross, a circle and a triangle. To draw more detailed drawing so humans including arms, legs and facial features. To retrace vertical lines and use anticlockwise movements with my pencil and other small tools. To use different sized pencils, pens and brushes. To turn paper around to cut out shapes.		To use a tripod grip with increased control. To retrace vertical lines and use anticlockwise movements with my pencil and other small tools. To cut a variety of materials e.g. wool, card, tissue paper.	

	<p>To cut continuously along a straight line.</p> <p>To thread small objects on to a string e.g. beads.</p> <p>To use glue and tape to fasten things together.</p>	<p>To use one handed tools e.g. single hole punch</p> <p>To fasten materials using a range of materials e.g. paper fasteners.</p>				
Health and Self Care	<p>To manage the school day with more ease e.g. transitions and lunchtime.</p> <p>To be clean and dry during the day.</p> <p>To take own coat on and off.</p> <p>To change shoes independently e.g. wellies and plimsolls.</p> <p>To take own jumper on and off.</p> <p>To use a knife, fork and spoon to eat my food, with increasing skills.</p> <p>To know how to keep safe near a road.</p> <p>To know that a helmet should be worn on bikes and scooters.</p>	<p>To manage own personal hygiene independently.</p> <p>To change for PE with increasing independence.</p> <p>To understand the need to exercise, eat and drink water.</p> <p>To eat a wider range of foodstuffs.</p> <p>To demonstrate an awareness of being safe e.g. when trying a new activity or resources.</p> <p>To describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</p>	<p>To change for PE independently.</p> <p>To use a knife and fork with accuracy.</p> <p>To understand the need for a healthy diet and the choices that can be made.</p> <p>To talk about a range of foods, e.g., describes different food textures and tastes, notices change when cooked.</p>			
	To know about the importance of good oral hygiene					
Specific Areas of Learning						
Literacy						
Comprehension	To show understanding of what has been read aloud.	To talk about illustrations and pictures in books.	To sequence the main events in a familiar story.	To recall and discuss stories or information that has been read to me from a range of print, digital, fiction and nonfiction.	To describe main story settings, events and principal characters in increasing detail e.g. talk about the main characters feelings, actions and motives.	To read and retrieve information from simple non-fiction books, digital information sources, drawing on phonic knowledge to decode words, knowledge of language structure, subject knowledge and illustrations to interpret the text.
	To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To re-enact and retell familiar stories using puppets, actions and small world.	To describe the main character in familiar stories.	To develop a storyline or narrative in my play.	To establish meaning from illustrations/pictures e.g. What is happening? What is he doing?	To re-enact, retell and reinvent stories I have heard.
	To anticipate repeated phrases and key events in stories.	To develop story maps from familiar stories.	To choose and talk about favourite books.	To predict what might happen next or at the end of a story.	To develop stories with others, making up plays, puppet shows or short films.	To choose books to read for pleasure, building up confidence, fluency and understanding when reading
	To retell familiar stories in role play, using small world and actions.	To use new vocabulary that is increasingly influenced by reading.	To develop story maps and innovate new characters or settings.	To use new vocabulary that is increasingly influenced by reading.	To use new vocabulary that is increasingly influenced by reading.	To establish meaning from illustrations/pictures and work out ‘Where do you think he is

	<p>I know how to give my puppets, role play characters and figures a ‘voice.’</p> <p>To use new vocabulary that is increasingly influenced by reading.</p>					<p>going?’’ What can the girl see?</p> <p>To use new vocabulary that is increasingly influenced by reading.</p>
<p>Weekly Library books are individually selected to share at home. Favourite books (fiction and non-fiction) are brought into school to share with peers.</p>						
<p>Word Reading (See long term phonics plan for more detail)</p>	<p>To recognise my name from a selection.</p> <p>To hear and say the initial sound in words. To begin to segment the sounds in simple words and blend them together.</p> <p>To link letters to sounds for Unit 1-4.</p> <p>To read simple CVC words containing Unit 1-2 GPCs.</p>	<p>To hear and say the first, medial and final sound in a word.</p> <p>To manipulate phonemes within simple CVC words.</p> <p>To link letters to sounds for Units 1-5.</p> <p>To blend and segment for reading.</p> <p>To read simple CVC words containing Units 1-3.</p> <p>To begin to read simple captions and sentences.</p> <p>To begin to read some high frequency words.</p> <p>To begin to recognise the written name of some significant people e.g. mum, dad.</p>	<p>To link letters to sounds for Units 1-7.</p> <p>To blend and segment for reading.</p> <p>To read simple CVC words containing Units 1-7 beginning to develop fluency.</p> <p>To begin to read CCVC and CVCC words containing Units 1-7 GPCS.</p> <p>To begin to read simple captions and sentences in books aligned to developing phonic knowledge.</p> <p>To read some high frequency words.</p> <p>To link 2 letters to 1 sound for some digraphs e.g ll, ss, zz, sh, ch.</p>	<p>To link letters to sounds confidently for Units 1-7.</p> <p>To blend and segment for reading.</p> <p>To read simple CVC words containing Units 1-7 developing fluency.</p> <p>To read CCVC and CVCC words containing Units 8-10 GPCS.</p> <p>To read simple captions and sentences in books aligned to developing phonic knowledge.</p> <p>To read some high frequency words.</p> <p>To link 2 letters to 1 sound for further vowel digraphs.</p>	<p>To link letters to sounds confidently for Units 1-7 fluently.</p> <p>To blend and segment for reading.</p> <p>To read simple CVC words containing Units 1-7 with fluency.</p> <p>To read CCVC and CVCC words containing Units 1-7 GPCS with greater fluency.</p> <p>To read simple captions and sentences in books aligned to developing phonic knowledge.</p> <p>To read some high frequency words.</p> <p>To link 2 letters to 1 sound for further vowel digraphs.</p>	<p>To read CCVC and CVCC words containing Units 1-7 GPCS with greater fluency.</p> <p>To begin to read CCVCC words containing Unit 1-7 GPCs.</p> <p>To link 2 letters to 1 sound for further vowel digraphs.</p> <p>To read words containing taught digraphs.</p> <p>To develop fluency when reading decodable books aligned to developing phonic knowledge.</p>

Writing	<p>To write my first name using a name card.</p> <p>To give meaning to the marks they make as they draw, write, paint.</p> <p>To hear and say the initial sound in words.</p> <p>To begin to segment the sounds in words and blend them together.</p> <p>To begin to write recognisable letters in sequence, such as in their own name.</p> <p>To form recognisable letters Units 1-3, sometimes with a prompt.</p> <p>I know how to form the capital letter in my name</p>	<p>To write my first name from memory.</p> <p>To draw and write for pleasure with images and sometimes words.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to segment the sounds in words and blend them together.</p> <p>To identify letters and write recognisable letters in sequence.</p> <p>To begin to write CVC words containing some taught GPCs.</p> <p>Uses their developing phonic knowledge to simple write labels or lists (dictation).</p> <p>Re -read what they have written.</p> <p>To form recognisable letters Units 1-5, sometimes with a prompt.</p>	<p>To enjoy writing to communicate meaning for a wide range of purposes, (e.g. cards, lists).</p> <p>To segment the sounds in words and blend them together.</p> <p>To break the flow of speech in a simple sentence into words.</p> <p>To begin to hold the thought to recall a simple caption or sentence containing taught GPCS (dictation).</p> <p>To use developing phonic knowledge to write labels, captions etc, later progressing to short simple sentences (dictation).</p> <p>To re -read what they have written.</p> <p>To form recognisable letters for units 1-7</p> <p>To form lower-case with increasing accuracy/correctly.</p>	<p>To hold the thought to recall a simple caption or sentence containing taught GPCS (dictation).</p> <p>To use developing phonic knowledge to write labels, captions etc, later progressing to short simple sentences (dictation).</p> <p>To re -read what they have written.</p> <p>To form lower-case with increasing accuracy/correctly.</p> <p>To form most letters correctly Long ladder letters l,i,j,t,u,y</p> <p>To form One armed robot (retracing vertical line) letters correctly: r,m,n,h,b,p</p> <p>‘</p>	<p>To hold the thought to recall a simple caption or sentence containing taught GPCS (dictation).</p> <p>To use developing phonic knowledge to write labels, captions etc, later progressing to short simple sentences (dictation and later with independence).</p> <p>To show awareness of the need for a capital letter and full stop in a sentence.</p> <p>To re -read what they have written.</p> <p>To form lower-case and capital letters with increasing accuracy/correctly.</p> <p>To form letters with an anticlockwise movement (curly caterpillars) c, o, a, d, e, g ,q, f, s</p> <p>Zig zag letters’ - v w z x, k</p> <p>To begin to form capital letters correctly</p>	<p>To hold the thought to recall a simple caption or sentence containing taught GPCS (dictation and later with independence).</p> <p>To use developing phonic knowledge to begin to write a sequence of 2/3 simple sentences.</p> <p>To use a capital letter and full stop in a sentence.</p> <p>To re -read what they have written.</p> <p>To form lower-case and capital letters with increasing accuracy/correctly.</p> <p>I know how to form letters correctly.</p> <p>To begin to write on lines.</p>
Maths						
Number, numerical patterns and spatial awareness	<p>To match objects that are the same and talk about this.</p> <p>To recognise when an object is the same or different.</p> <p>To sort objects that are the same/different using criteria e.g. colour, size or shape.</p> <p>To compare amounts knowing when they are equal, more or fewer.</p>	<p>To count reliably to 5, showing 1:1 correspondence</p> <p>To know the final number is the total in the group when counting to 5.</p> <p>To compare amounts of 1-5.</p> <p>To know 1 more and 1 less than a number to 5.</p> <p>To match the numerals 1-5 to quantity.</p>	<p>To understand the concept of 0.</p> <p>To use the counting principles reliably to count to 8 (forwards and backwards).</p> <p>To match numerals to quantities 1-8.</p> <p>To compare amounts to 8 knowing that a quantity can be more than, the same as or fewer than another.</p>	<p>To use the counting principles reliably to count to 10 (forwards and backwards).</p> <p>To match numerals to quantities 1-10.</p> <p>To compare amounts to 10, applying 1:1 correspondence to make direct comparisons.</p>	<p>Consolidate key skills to 10: subitising, counting, sorting, matching, comparing, ordering</p> <p>To build numbers beyond 10, recognising that numbers 1-9 repeat after every full 10.</p> <p>To explore and know the different compositions of numbers within 10.</p>	<p>Consolidate key skills to 10: subitising, counting, sorting, matching, comparing, ordering</p> <p>To add 2 groups together, beginning to count on.</p> <p>To subtract one number from another.</p>

<p>To compare size of objects and to order these, knowing which is larger smaller.</p> <p>To compare the mass of objects and order these, knowing which is heavier and lighter.</p> <p>To copy, continue and create simple AB patterns.</p> <p>To represent 1,2, and 3 in different ways.</p> <p>To compare amounts of 1,2 and 3.</p> <p>To know 1 more and 1 less than a number to 3.</p> <p>To explore and know the different compositions of 1,2 and 3.</p> <p>To match the numerals 1-3 to quantity.</p> <p>To correctly form the numerals 1-3.</p> <p>To recall number bonds to 3.</p> <p>To count aloud, showing 1:1 correspondence.</p> <p>To say the number in a group after counting.</p> <p>To subitise numbers to 3 in a core arrangement (dice, numicon etc), on a five frame five wise, on a ten frame twos wise, on fingers</p>	<p>To correctly form the numerals 1-5.</p> <p>To begin to explore the composition of numbers 1-5.</p> <p>To subitise numbers to 5 in a core arrangement (dice, numicon etc), on a five frame five wise, on a ten frame twos wise, on fingers.</p> <p>To begin to recall number bonds to 5.</p> <p>To identify and explore the properties of common 2d shapes e.g. circle and triangle, square.</p> <p>To combine shapes to make new ones.</p> <p>To use time language e.g. night, day, morning, afternoon, before, after, today, tomorrow.</p> <p>To order the events in our daily routine.</p> <p>To use positional language to describe how objects are related to one another e.g. on top, between, in front, behind, underneath.</p> <p>To copy, continue and create AB patterns</p>	<p>To explore and know the different compositions of numbers 1-8.</p> <p>To subitise up to 5 using a range of representations (core and non core).</p> <p>To subitise numbers to 8 by recognising smaller groups within e.g. 4 and 4.</p> <p>To recall some number bonds to 5.</p> <p>To organise sets of objects pairs wise and fives wise.</p> <p>To pair objects, knowing when there is an odd one left over.</p> <p>To explore and compare the mass of items and to order these.</p> <p>To use language of weight e.g. heavy, heavier than, heaviest, light, lighter than and lightest.</p> <p>To explore and compare the capacity of containers and to order these.</p> <p>To use language of capacity e.g. full, empty, half full, nearly full, nearly empty, tall, thin, narrow, wide, shallow.</p>	<p>To compare 2 and then 3 amounts within 10.</p> <p>To explore and know the different compositions of numbers within 10.</p> <p>To subitise 9 and 10 on a ten frame, bead string and fingers.</p> <p>To subitise numbers to 10 by recognising smaller groups within e.g. 5 and 5.</p> <p>To explore and begin to recall some number bonds to 10.</p> <p>To recognise a double and know this is 2 numbers the same.</p> <p>To combine two groups to find the total.</p> <p>To explore and talk about the properties of common 3d shapes.</p> <p>To copy, continue and create patterns of increasing complexity AAB, ABB.</p> <p>To use language to describe length and height e.g. longer, shorter, taller, shorter, wider, narrower.</p> <p>To measure length, height and breadth using non-standard units.</p> <p>To develop vocabulary of time e.g. now, before, later, soon, after, then, next, yesterday, today, tomorrow.</p>	<p>To count on and back beyond 10, recognising the repeating counting pattern.</p> <p>To recall some number bonds to 10.</p> <p>To recognise and recall some doubles to 10.</p> <p>To share a set of objects equally into 2 groups.</p> <p>To recognise when a group can not be shared equally.</p> <p>To recognise odd and even structures when objects are organised pairs wise.</p> <p>To select and rotate shapes to fill spaces.</p> <p>To use positional language to describe where shapes are in relation to each other.</p> <p>To match, rotate and manipulate shapes in different ways.</p>	<p>To recall some number bonds to 10.</p> <p>To count on and back beyond 10, recognising the repeating counting pattern</p> <p>To visualise simple models and replicate them.</p> <p>To consider shapes from different viewpoints.</p> <p>To copy, continue and create a wide range of repeating patterns e.g. AABB, BBA</p> <p>To make maps and plans, using positional language to show where things are in relation to each other.</p>
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Understanding the World

People, Cultures and Community	To name a range of common weather conditions.	To identify seasonal changes to link weather conditions to seasonal changes of winter.	To identify seasonal changes to link weather conditions to seasonal changes of spring	To observe and talk about the life cycle of a duck and caterpillar.	To identify seasonal changes to link weather conditions to seasonal changes of summer.	To know the components of a healthy lifestyle.
The Natural World	To identify seasonal changes to link weather conditions to seasonal changes of autumn.	To know that materials change when they are heated or cooled (freezing/melting).	To identify different materials and their properties.	To take care of living things and know what they need to grow.	To identify minibeasts by their features.	To know ways to look after our world.
Technology	To talk about members of their family and community.	To know that church is a special place for people in our community.	To recognise when an object floats or sinks To find out how people celebrate Chinese New Year.	To know why Easter is a special time for Christians.	To observe living creatures.	To talk about why things happens.
	To know that families come in different shapes and sizes in our community.	To find out why Jesus was a special baby.	To find out how people celebrate Holi.	To know about some of important days linked to Easter e.g. Shrove Tuesday, Good Friday, Easter Sunday.	To talk about habitats that creatures live in e.g. woodland, pond.	
	To know magnets attract some materials and repel others.		To investigate how people celebrate through dance, clothes and colourful objects and decorations.	To follow simple directions.	To know the Bible is a special book.	
			To create simple maps linked to stories.	To use understand positional arrows.	To know some of the stories Jesus told.	
	To know our school is in Greenside.			To follow a simple map.	To know we live in Greenside which is in England.	To find out about similarities and differences about life in another country through stories.
	To know where my home is.		To use symbols to represent objects on a map.		To know London is the capital city of England.	To know about significant events in the past.
	To know about different homes that people in the community live in.		To comment on familiar situations in the past from pictures and stories and nursery rhymes.		To make comparisons between a village and a city.	To use the video recording function on an iPad.
	To name features of the local area around school e.g. shops, church, community centre		To give simple instructions to control a Beebot.		To know about important people in the past (space travel).	To make a simple video using age appropriate equipment.
	To create a simple map of our village.				To use the camera on an iPad.	
	To know that time passes.			To know about important people in the past.	To make a simple record of an activity or event using age appropriate equipment - camera	
	To know that things change over time.					
	To talk about members of our immediate family and community.					
	To use age appropriate programmes on the interactive white boards or Ipads.	To use a mouse with increasing control.		To use the internet with support to find information.		
		To draw a simple picture on a screen.				

Expressive Arts and Design

<p>Music and Movement</p>	<p>Celebration music To learn about music from another culture, particularly when related to the festival of Diwali</p> <p>To respond to music with movement</p> <p>To learn about music from another culture, particularly when related to the festival of Hanukkah.</p> <p>To learn the names of some traditional Jewish musical instruments.</p> <p>To play and move to traditional Jewish Hanukkah music.</p> <p>To learn about music from another culture, particularly when related to the festival of Kwanzaa</p> <p>To take part in a traditional call and response song</p> <p>To find classroom objects to use as drums and play in response to African music</p> <p>To learn about traditional Christmas music</p> <p>To take part in a group song involving singing, voice sounds and playing instruments</p> <p>To sing and move to a Christmas song</p> <p>To suggest appropriate actions to match song lyrics</p> <p>To sing and move to Christmas songs</p>	<p>Exploring sound To explore using our voices to make a variety of sounds.</p> <p>To explore how to use our bodies to make sounds</p> <p>To explore different sounds and think about tempo</p> <p>To explore the sounds of different instruments</p> <p>To experiment with tempo and dynamic when laying instruments</p> <p>To identify sounds in the environment and differentiate between them.</p> <p>To use musical vocabulary when describing environmental sounds.</p> <p>To identify and describe familiar nature sounds and differentiate between them</p> <p>To use voices to imitate natural sounds</p>	<p>Music and movement To understand why songs have actions</p> <p>To learn some simple Makaton signs to accompany songs</p> <p>To explore beat through body movement</p> <p>To express feelings and emotions through movement to music</p> <p>To explore pitch and tempo through scarf dancing and body movement</p> <p>To perform action songs to a small audience</p>	<p>Musical stories To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel.</p> <p>To listen to the classical piece and narrated story of “Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story.</p> <p>To understand that music and instruments can be used to convey moods or represent characters.</p> <p>To talk about how a piece of music makes you feel.</p> <p>To use actions to retell a story to music</p> <p>To sing and perform a group song</p> <p>To learn how instruments can represent a certain mood, character or action</p> <p>To experiment with the sounds of different instruments.</p> <p>To create a musical story based upon a familiar routine</p> <p>To use instruments to represent moods or actions</p> <p>To play an instrument as part of a group story.</p>	<p>Big band To discuss what makes a musical instrument</p> <p>To use recyclable materials to create a simple representation of a musical instrument</p> <p>To learn what an orchestra is</p> <p>To learn about the four different groups of musical instruments</p> <p>To copy and follow a beat</p> <p>To follow a beat using an untuned instrument</p> <p>To experiment with playing tuned and untuned instruments</p> <p>To play in time to familiar songs</p> <p>To choose appropriate instruments to represent different parts of a song.</p> <p>To perform a practiced song to a small audience</p>
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Expressive Art and Design	To know and describe what happens when colours are mixed.	To use lines and shapes when drawing e.g. to represent buildings.	To draw using shapes, detail and adding colour.	To make observational drawings, paying attention to detail.	To explore the work of Andy Goldsworthy.	To print pictures and patterns using 2d shapes and natural materials.
	To know that different media can be combined to create new effects.	To explore primary and secondary colours.	To use a variety of media when drawing.	To explore the work of Eric Carle.	To explore shape, space, pattern, positioning, colour, texture and overlapping to create work in the style of Andy Goldsworthy.	To explore textiles from other cultures.
	To draw and paint pictures of themselves other people with increasing body awareness.	To print pictures and patterns using 2d shapes.	To explore tone when painting.	To use a variety of materials to create a collage.	To be able to safely use and explore a variety of materials, tools and techniques.	To print on material to create a pattern.
	To draw the basic lines and shapes to represent a story character.	To design what they would like to make in drawings.	To use brushes of varying thickness when painting.	To use clay to create a model.	To be able to experiment with colour, design, texture, form and function.	To use tools to weave materials, exploring pattern.
	To experiment to create different textures with tools e.g. forks.	To construct and create 3d maps and models.	To paint a scene in response to a story, including characters.	To combine materials to create a collage.	To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.	To act out and perform stories, negotiating roles.
	To choose colours for a purpose.	To make a “link” to join.	To use tools to add details to their malleable creations (e.g. adding imprints, impressions, and patterns).	To be able to layer paper to create an effect.	To be able to construct with a purpose using a wide range of materials.	To use a large needle and thread to join fabric.
	To select resources and construct using their own ideas.	To construct using nuts and bolts to join pieces together.	To join materials using split pins to create a moving part.	To join using a stapler showing awareness of safety.	To act out and perform stories, negotiating roles.	To be able to construct with a purpose using a wide range of materials.
	To use joining techniques e.g. ripping, snipping, scrunching, folding, rolling.	To begin to negotiate roles within role play.	To create 3d sculptures using a range of tools and materials.	To act out and perform stories, negotiating roles.		
	To create playdough models, adding detail.	To develop storylines using props to support.	To use puppets to tell stories.			
	To be able to develop storylines in their pretend play.					
	To be able to play with others during role play who are engaged in the same theme.					
	To learn a repertoire of songs and actions.					