

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture.

Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Force for positive change Linking our school virtues to all we do; all learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world	Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy
- Circle time: children to recognise and describe special times or events for family or friends.	- To talk about the members in our family and their ways of life.	- To look closely at similarities, differences, patterns and change.	-To discuss the different types of occupations and the impact it has on our community.

Reception

Title: People in my Life
(Past and Present People,
Culture and Community)

BIG BANG – family gallery

Celebration – Christmas Nativity performance.

Personal, Social and Emotional Development

Child initiated learning, adult directed activities and play partnering.

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs.

Communication and Language

Whole class, small group and one to one discussions.
Daily guided reading session (fiction/non-fiction), songs, rhymes and poems.

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Continue to develop positive attitudes about the differences between people.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Physical Development

Daily wake and shake (music and movement), physical activities in the outdoor learning environment, 1 hour PE session twice a week.

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.:
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing.

Characteristics of Effective Learning

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Literacy

Daily RWI phonic session input, adult directed focus task, child initiated learning, children's choice, cross-curricular activities indoors and outdoors.

- Understand the five key concepts about print:
 - print has meaning - the names of the different parts of a book
 - print can have different purposes - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.

Mathematics

Daily maths session input, adult directed focus task, child initiated learning, children's choice, cross-curricular activities indoors and outdoors.

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Explore the composition of numbers to 10.
- Automatically recall number bonds.
- Continue, copy and create repeating patterns.
- Compare length and weight.

Expressive Arts and Design

Daily creative table top activities inside and outside. Role play area and book corner.

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Understanding the World

Weekly Learning Journey topic.

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Continue to develop positive attitudes about the differences between people.
- Talk about members of their immediate family and community.
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