RECEPTION

Leading and Learning Together



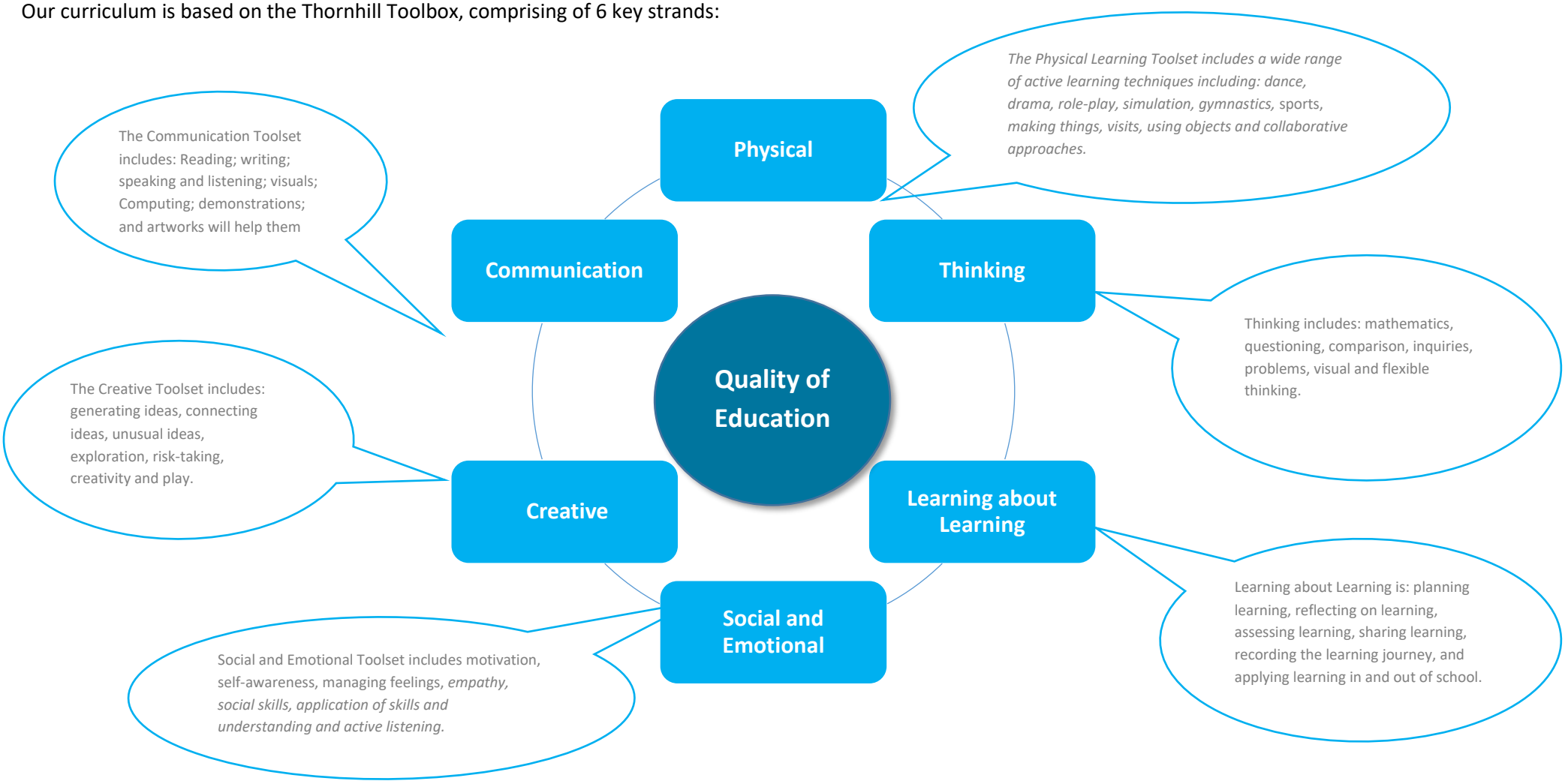
Thornhill Primary School Curriculum Framework

INTENT - Our Curriculum Intent

Our curriculum aims to inspire children to learn, celebrating the rich diversity within our community. Our curriculum places the child at the centre of learning, nurturing each individual enabling them to develop interpersonal skills, build resilience and become creative, critical thinkers.

At Thornhill our curriculum provides opportunities for all children, breaking barriers and stereotypes. We pride ourselves on having a curriculum that gives a voice to all pupils enabling them to play a major role in their learning journey.

Our curriculum is based on the Thornhill Toolbox, comprising of 6 key strands:



IMPLEMENTATION – How We Will Deliver Our Curriculum

Our curriculum will be taught by highly trained teachers and professionals, with excellent subject knowledge. We value the individuality and skill-sets of our teachers and trust them to deliver high quality learning.

The school has a topic based curriculum which incorporates the statutory programmes of study in the National Curriculum as our starting point. We believe that learning is about the acquisition and understanding of knowledge, skills, emotions, attitudes and beliefs. We use this as a platform for our children to become engrossed in good quality experiences. Our curriculum provides children with subject specific knowledge that is built upon throughout the years. Subject overviews identify the core knowledge and sequence of learning as well as identifying key vocabulary for the pupils to learn and understand. We help children to develop the skills to be able to reflect on their learning and talk about how they are learning. Our curriculum supports development in all of these areas

Each topic starts with an Initial Learning Experience (such as a trip, visit from an expert, review of an artefact, role play/hot seating, etc.) and ends with a review.

Community involvement is a vital part of the curriculum experiences we provide for all children. Through a comprehensive programme of volunteering, parents and visitors facilitate the teaching of 'real life' skills. By sharing their skills, they bolster and deepen the experiences of our children. Through our enrichment programme, we provide a range of physical, social, cultural, artistic, technological and organisational experiences. We have developed strong links within our local community, with small/ medium-sized businesses and large corporations. Every Friday afternoon, children from Nursery to Year 6 experience an 'enrichment' programme for 6 weeks.

IMPACT – How We Will Evaluate Our Curriculum

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically.

Pupils who can effectively articulate their learning using the Thornhill Toolbox.

Pupils with transferable skills, knowledge and understanding that is secure enabling them to attain highly and are fully prepared for secondary school.

They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.

They will take pride in all that they do, always striving to do their best.

They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.

They will have a sense of self-awareness and be confident in their own abilities. They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

The quality and breadth of work seen in pupil's books and the learning environment showcase their learning over time.

Engaged learners that are resilient, questioning, resourceful, and self-sufficient.

Self-aware learners, with well-formed characters, who have a thirst for learning and see it as a route to maximising their life's chances.

Individuals who value and respect one another.

Thornhill Primary Curriculum Framework- Experiences Offer

'Education is the sum total of one's experience,'
Mortimer J Adler

Thornhill Graduates in Year 6 will leave our school having…



Developed a sense of social responsibility by taking part in community projects.



Been actively and physically involved in their learning.



Taken part in a range of different ways of communicating such as debating.



Performed to an audience



Persevered with a task, showing the resilience to do so.



Developed a range of transferable skills.



Asked and answered questions and developed their critical thinking skills.



Seen a live music performance.



Designed and carried out a scientific investigation.



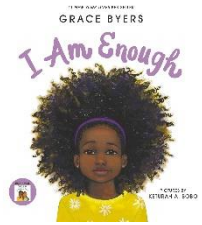
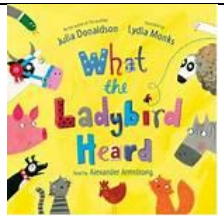
Collaborated effectively with others

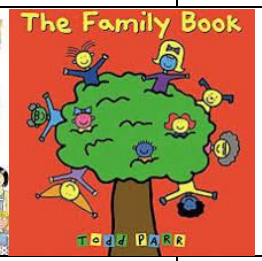
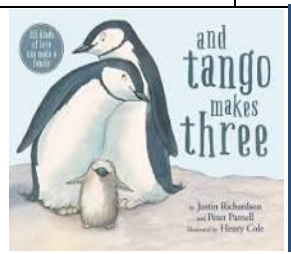
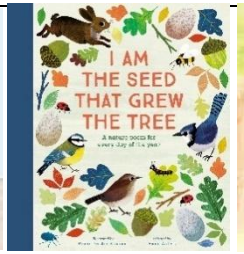
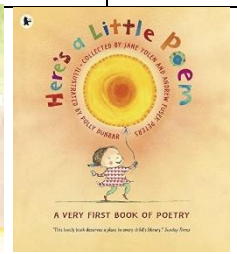
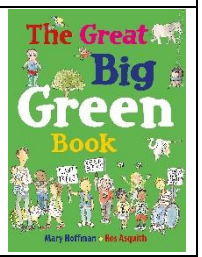


With a curiosity that drives their thirst for knowledge and understanding



Showcased their learning and celebrated success and achievements.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Question- Key Ideas	**Who Am I?** • **Family and Friends** – people who care for us and different types of families. • **Relationships** – exploring friendships, kindness, and how to play and work together. • **Community and Belonging** – understanding roles of people in the community (e.g. doctors, teachers). • **Identity** – talking about who I am, what I like, and what makes me unique. • **Emotions and Communication** – naming and managing feelings, and expressing needs. • **Belonging in a Community** – helping children understand that they are part of a wider world and how we all have roles to play.	**What is a habitat?** • **Animals and Their Homes** – learning where animals live (e.g. nests, burrows, oceans, jungles). • **Different Environments** – exploring forests, deserts, oceans, ponds, and polar regions. • **Basic Needs** – understanding that animals and plants need food, water, and shelter. • **Weather and Seasons** – noticing how weather affects habitats. • **Caring for the Environment** – introducing simple ideas about looking after nature and living things.	**Where do I live?** • **My Home and Family** – recognising different types of homes and who lives with us. • **Local Area** – exploring familiar places like school, parks, shops, and post offices. • **Maps and Journeys** – beginning to use simple maps or talk about how we get from one place to another. • **Belonging** – understanding "my place" in the world—home, school, community, country. • **Similarities and Differences** – exploring different types of homes around the world.	**Who do I know?** • **People Who Help Us** – learning about the roles of doctors, nurses, firefighters, police officers, postal workers, etc. • **Community Workers** – understanding how different jobs help our community run smoothly (e.g. shopkeepers, bus drivers, refuse collectors). • **Recognising Uniforms and Tools** – identifying how we know what people do by what they wear or use. • **Making Connections** – linking children's own experiences (e.g. a visit to the doctor or a letter from the post) to real people in their world.	**How do things grow?** • **Plant Growth** – learning that seeds need soil, water, light, and time to grow. • **Life Cycles** – observing changes in animals (e.g. caterpillar to butterfly, chick from egg). • **Basic Needs** – understanding that all living things need food, water, and care to grow. • **Change Over Time** – noticing how things start small and gradually grow and change. • **Healthy Growth** – exploring how humans grow and what we need to stay healthy.	**How can I keep healthy?** • **Healthy Eating** – understanding the importance of different foods and making good choices. • **Exercise and Physical Activity** – learning why moving and playing keep our bodies strong. • **Personal Hygiene** – washing hands, brushing teeth, and other habits to stay clean. • **Rest and Sleep** – recognising the need for rest to help our bodies grow. • **Feeling Well** – understanding basic ways to stay well and safe (e.g. covering coughs, getting fresh air). • **Recycling and Caring for the Environment** – learning simple ways to look after our planet by recycling and reducing waste.
Core texts Literacy						

Supporting Texts	I like Me I am Rose The mega magic hair swap I am Perfectly Designed Ravi's Roar Hair Love Julian is a Mermaid	All Are Welcome The Big Umbrella My Mother's Sari The Small New Person The Great Big Book of Families Zim zam zoom	This is Our House Astro girl The Way Back Home How to Catch a Star Look Up! Sulwe The Wonderbird Little Bell and the Moon Aliens Love Underpants My Pet Star	Home Sweet Home Bee Julia Donaldson books The Tale of the Whale Busy Spring Mad About Minibeasts The Big Book of Bugs Goodnight Ocean	Fairy tales/traditional tales The Enormous Turnip Titch Katie's Sunflower A Butterfly is patient The Extraordinary Gardener	The Giant Jam Sandwich Green is a Chilli Pepper Dim Sum for Everyone Food Around the World One is a snail ten is a crab
Supporting texts over the year	       					
Role play opportunities	Home corner relfecting cultures in the class Hairdresser's salon	Vet surgery Santa's Grotto	Space station	Farm shop/farm	The giant's castle Florist	Café Seaside
Initial Experience	Settling in initially Find a magic coconut	Pond dipping at Gillespie Park Nature Reserve/ Camley Street Nature Park/ Culpepper Garden. Find Bog Baby	Meteor lands in the classroom Children bring in their favourite toys All the toys are stolen	Farm Visit Turn classroom into farm bales of hay. Large painted animals	Find artefacts from the books. Children must guess the book	Find a disgusting sandwich
Ending experience	Pumpkin carving	Release Bog baby back into the wild	Find Cuddles Have a party	Visit from a Police officer	Eat and make a bean salad	Make a disgusting sandwich End of year party

Current affairs/wider world opportunities	Black history month Diwali Rosh Hashanah	Winter Celebrations: • Christmas • Hanukkah • Winter Solstice	Lunar New Year Shrove Tuesday Mother's Day	World book day Holi colour carnival Easter celebrations Eid	Father's Day	Cultural food tasting Science week
Trips & experiences	Culpeper Gardens	Little Angel Theatre Christmas Nativity	Walk around local area Toy museum Planetarium	Freightliners Farm Poetry Competition	Kew Gardens Make a bean salad	Visit a café/supermarket Sports Day Graduation
British Values *Democracy* *Rule of law* *Individual liberty* *Mutual respect and tolerance*	**What is London like?** Big Ben, Buckingham Palace, London Eye, Wembley, Liver Building, Albert Dock etc. What are the natural features of the British Isles? Beach, mountain, sea, river.	**What do I celebrate?** Valuing each other's beliefs and customs	**Who are the Royal family?** Explore senior figures of your choice	**Looking at emergency services** Discussing different aspects of the law	**What is identity?** Do I recognise our National Anthem? Play and listen to National Anthem.	**What is money?** Recognise coins/count money Images on coins and notes familiar to children Where does our food come from?
Literacy *Curriculum coverage/ Carpet inputs/*	**Word reading** RWI: Read single-letter Set 1 sounds	**Word reading** RWI: Read all Set 1 sounds, including digraphs Oral blending	**Word reading** RWI: Read short ditty stories Word time	**Word reading** RWI: Read Red Ditty Storybooks **Comprehension**	**Word reading** RWI: Read Green Storybooks; read some Set 2 sounds **Comprehension**	**Word reading** RWI: Read Green or Purple Storybooks Introduction to dialogic reading in groups

Provision	Introduce book bags and home reading expectations **Comprehension** Introduce Helicopter Stories/daily news storytelling Learn the poem 'I am Rose'. Introduce Talk for Writing (T4W) storymaps Hairdresser/hair vocabulary in the role play area Use T4W to retell The Mega Magic Hair Swap Retelling the Diwali story using role play props and puppets **Writing** Name writing Writing 'I am…' based on the poem Wishes and potions linked to the magic coconut	**Comprehension** Onomatopoeia in firework poems Use T4W to retell Bog Baby Vet-specific vocabulary in non-fiction leaflets and texts in the role play area Retelling the Christmas and Hanukkah stories using role play props and puppets **Writing** Halloween spells Questions about Bog Baby Letters from Bog Baby Care instructions to care for Bog Baby Simple captions Vet appointment and care cards	Nonsense (alien) words **Comprehension** Explore non-fiction texts about space and astronauts Use T4W to retell Toys in Space Space-specific vocabulary in space station role play Retelling the Lunar New Year story using props and puppets **Writing** Character descriptions Lost posters Addresses on labels Party invitations Captions Planet information posters Rocket designs	Use T4W to retell What the Ladybird Heard Farm-specific vocabulary in farm shop role play Exploring Julia Donaldson's books Hot seating the farm animal characters Retelling the Holi story using role play props and puppets **Writing** Draw and label farm maps Wanted posters Police reports Writing cunning plans of the thieves Farm animal speech bubbles Writing a class poem for the Thornhill Poetry Competition	Use T4W to retell Jack and the Beanstalk Plant-specific vocabulary in garden centre role play area Exploring different fairy tales and traditional tales Non-fiction books about Spring and growth **Writing** Sequencing the story and writing extracts from the story-map Exploring powerful vocabulary (verbs) using the story linked to bean growth Instructions for how to plant a seed Letters to the giant Lifecyles captions	**Comprehension** Use T4W to retell The Disgusting Sandwich Recipe books and menus in the café role play area Using recipes to decide what we need to buy **Writing** My favourite food Instructions for how to make a sandwich Shared writing to re-write the story Food menus, shopping lists, café orders Letters to the new Reception children Extended writing challenges

	Hairdresser appointment cards	Letters to Santa/Christmas cards/wish lists/ Christmas cards	Lunar New Year storyboards			
Skills/ knowledge	**Word reading** 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 Begin to recognise their friends names and visual timetable words **Comprehension** Anticipates key events in stories during dialogic reading Shows an awareness of books in different languages that reflect the cultures in the class	**Word reading** Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to their RWI level Know that capital letters match the sound of their lowercase letter Can read some written names of peers, siblings **Comprehension** Identifies alliteration Shows early awareness of the way stories are structured	**Word reading** Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Securely read the sound of all capital letters Speedily read all Set 1 red words **Comprehension** Suggests how stories might end or gives alternate endings to stories they have heard Knows that information can be retrieved from books and computers **Writing**	**Word reading** Re-read RWI books to build up their confidence in word reading, their fluency and their understanding and enjoyment Understand that different letter combinations can represent the same sound (e.g. c, k, ck), and apply this when segmenting and blending **Comprehension** With support, can talk about the beginning, middle and end of a story they have heard Can talk about the difference between fiction/non-fiction	**Word reading** Build up automaticity when reading high frequency words (e.g. dog, cat) Begin to identify letter names (alphabet) and match them to sounds Speedily read some Set 2 red words **Comprehension** Gives opinions about stories and has a few favourite books in the class library or at home Talks about the similarities and differences between fairy-tales and traditional tales **Writing**	**Word reading** Re-read what they have written to check that it makes sense Speedily read most Set 2 red words Knows the letter names of the alphabet and the difference between a letter's sound and name **Comprehension** Knows the types of stories or books they enjoy reading and can give some examples Remembers the name of key authors and talks about why the author might have written a particular story **Writing**

	Writing Begin to use 'Fred Fingers' to write simple CVC words Begins to use correct directionality when writing Spells words semi-phonetically (initial sounds for words) Begins to write on the lines on a page Writes their name correctly including the capital letter	Uses and understands recently introduced vocabulary Begins to infer characters feelings during story-times **Writing** Forms most lower-case letters correctly and some capital letters Uses finger-spacing in their writing Understands writing across a page Experiments with familiar forms of writing (greeting cards, lists) Writes Set 1 common exception words	Begins to type using a keyboard or touch-screen technology Enjoys creating texts to communicate meaning for an increasingly wide range of purposes such as invitations Uses finger-spacing consistently in their writing Enjoys creating texts to communicate meaning for a wider range of contexts	**Writing** Uses their developing phonic knowledge to write longer sentences Consistently writes letters of the same size Is sometimes able to state the purpose and audience of their own writing Attempting punctuation in most cases Uses invented spelling for sounds they do not know	Re-reads what they have written to check that it makes sense Writes some Set 2 common exception words correctly Demonstrates consistent awareness of 'long' and 'tall' letters Writes letters smoothly and automatically in most cases	Writes 2-3 short sentences with words with known sound-letter correspondences using a capital letter and full stop in most cases Begins to move away from 'hold a sentence' to building fluency in remembering which words to write Writes most Set 2 common exception words correctly
<u>Mathematics</u> *Curriculum coverage/ Carpet inputs/ Provision*	We use Mastering Number to inform our planning. The **<u>Mastering number programme</u>** provides activities for whole-class, small group and continuous provision activities that are used to develop the skills listed below.					

Skills/ knowledge	**Number/Numerical Patterns** Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting/number formation) Count forwards and backwards 0- 10 Use one to one correspondence (touch each object and give it a number) Count objects, actions and sounds Count out objects from a larger group (within 10) Know that the last number counted gives the total so far Subitise numbers up to 5 Develop spatial awareness by	**Number/Numerical Patterns** Show finger numbers up to 10 Recognise numerals 0-5, then 0-10 Link the numeral with its cardinal value 1 to 5, then 1-10 objects Know that a number does not change if things are rearranged Compare collections of different amounts using language such as 'more/fewer' Compare collections of equal amounts using language such as 'same as' Develop shape awareness through construction (including selecting, rotating and manipulating 2D and 3D shapes)	**Number/Numerical Patterns** Count forwards and backwards beyond 20 recognising patterns of the counting system Estimate how many objects they can see and check by counting Use reasoning to compare numbers and quantities Explore the composition of numbers 1,2,3,4 and 5 To represent spatial relationships (e.g. maps) Compare 2 items by capacity and find out which item is more full/less full and which holds 'more than' Compare 2 items by weight and find out which item is heavier/lighter	**Number/Numerical Patterns** Explore using a range of their own marks and signs to which they ascribe mathematical meanings Know the 'one more than' / 'one less than' relationship between consecutive numbers Explore the composition of numbers 6,7,8, Explore the composition of numbers 9,10 Record number stories using pictures, numbers and symbols (e.g. arrows) Identify similarities12 between shapes Show an awareness of comparison in estimating and testing predicting (e.g. what do you think will happen if we pour this thin jugful into this short fat dish?)	**Number/Numerical Patterns** Explore how quantities can be distributed equally (within 10) Explore and represent odd and even number patterns within numbers up to 10 Explore and represent double facts within numbers up to 10. Automatically recall number bonds including subtraction facts (0-5) Show an awareness of properties of shape Describe properties of shape Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	**Number/Numerical Patterns** Compare quantities up to 10 using language 'more than', 'greater than', 'less than', 'fewer', 'the same as', 'equal to' Automatically recall some number bonds for numbers 0- 10 (including double facts) Begin to explore and work out including + or – Use own ideas to make models, solve problems and visualise what they will build Begin to use time to sequence events including positional language and relational terms Begin to experience specific time durations (including becoming familiar with measuring tools in everyday

	experiencing different viewpoints Respond and use language of position and direction Respond and use language of which is relative to the viewpoint Recognise attributes (e.g. stick is long, adults are tall) Compare 2 items by size and find out which is bigger/smaller Continue, copy and create an AB pattern	Compare 2 items by length or height (from aligned starting points) and find out which item is longer/shorter, taller, shorter Notice and correct an error in an AB pattern and discuss how to fix it Identify the unit of repeat in an AB pattern	Continue an ABC pattern Continue a pattern which ends mid-unit Create an ABB, ABBC pattern Spot an error in an ABB pattern13	Compare indirectly (e.g. packing a shopping bag- heaviest items first) Record a pattern and explain the sequence Generalise structures to another context or mode	Recognise the relationship between the size and number of units Begin to use units to compare things Make a pattern which repeats around a circle Make a pattern around a border with a fixed number of spaces	experiences and play e.g. a stopwatch) Identify patterns around us (e.g. stories, songs, rhymes, wallpaper etc)
<u>Personal, Social and Emotional Developm -ent:</u> *Curriculum coverage/ Carpet inputs/ Provision*	**Self-regulation** Introduction of individual star chart Introduction to the Thornhill Toolbox Colour Monster emotional regulation wall display/ strategies for dealing with big emotions	**Self-regulation** Discussion about secrets vs surprises (Bog Baby) Discussion about caring for animals gently, primary needs **Managing self** Basic hygiene: keeping our bodies	**Self-regulation** Empathise with the alien Help others feel better by problem solving Know right from wrong What do you want to be when you grow up? How will you get there?	**Self-regulation** Following instructions using the BeeBots Whole class turn-taking competitive games **Managing self** Create golden rules for Lanky Len and Hefty Hugh	**Self-regulation** What is fairness? Discussion on how and why to share equally **Managing self** Rules and guidance for Jack **Building new relationships**	**Self-regulation** Reviewing what we have learnt and enjoyed in reception/ Preparing for transition for year one **Managing self** Basic hygiene/well-being: teeth-brushing and healthy eating

Article 1, 2, 3, 4, 7, 12, 15, 16, 17, 23, 28, 29, 30, 31	**Managing self** Exploring the provision including messy play, climbing frame, different areas of the classroom – trying new things Devising class rules Leadership roles Basic hygiene: hand washing before snack and lunch and after the toilet. Why this is important **Building new relationships** Welcoming new children to Thornhill What are manners? Respecting others peoples wishes and asking permission Discuss saying "No" and "Stop, I don't like it"	clean (showering, bathing) Confidently perform in the Christmas Nativity **Building new relationships** Collaborative collages of Bluebell Woods and Bog Baby Talking about why Bog Baby was sad when he was taken from his family	**Managing self** Discussing why stealing the toys is wrong Personal needs: sensible amounts of 'screen time' and being a good pedestrian **Building new relationships** Discussions around name calling Developing understanding of Colour Monster strategies – supporting our friends with big emotions	Exploring what to do and where to get help from (police) Personal needs: having a good sleep routine **Building new relationships** Discussing caring for animals at the farm Tricking our friends, "only joking" and the damage it can cause	Designing a friend for the giant Honesty and truth circle times	**Building new relationships** New relationships with our teachers

	Who Am I presentations					
Skills/ knowledge	**Self-regulation** See themselves as a valuable individual Is aware of the boundaries set, and of behavioural expectations in the setting (Golden Code) **Managing self** Welcomes and values praise for what they have achieved Keeps their personal items safe in their tray and understands the importance of looking after belongings **Building new relationships** Build constructive and respectful relationships with new friends	**Self-regulation** Knows some strategies to use when they are feeling emotionally dysregulated Can talk about the class Golden Code **Managing self** Understands the importance of good personal hygiene (body washing) Can put on their own shoes and coat entirely independently **Building new relationships** Identify members of their immediate family and describe them and make links with similar family situations in the class	**Self-regulation** Shows an increasing ability to follow instructions involving several ideas or instructions Understands what a goal/target is **Managing self** Describe themselves in positive terms and talk about own abilities Begin to talk about the plans they have made to carry out activities and what they might change if they were to repeat them. Understands the importance of a healthy amount of 'screen time' and knows how to be a safe pedestrian	**Self-regulation** Show an understanding of own feelings and those of others, and begin to regulate behaviour accordingly Understands what it means to be a 'Thornhill Role Model' and demonstrates this type of behaviour **Managing self** Understands the importance of a good sleep routine Understands right from wrong in terms of the wider community Name an unsafe situation and say what to do if they are in unfamiliar situations **Building new relationships**	**Self-regulation** Is increasingly able to tolerate situations in which their wishes cannot be met Talk about the things they enjoy, and am good at, and about the things they don't find easy **Managing self** Understands the difference between a 'big problem' and a 'little problem' and **Building new relationships** Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy Identify appropriate behaviours between	**Self regulation** Set themselves short-term targets (for the day/week) in relation to 'Year 1 readiness' **Managing self** Understands the importance of toothbrushing Can talk about a healthy diet in simple terms and name some healthy foods Is confident to try foods from other cultures with new flavours Set and work towards simple goals, being able to wait for what they want and control my immediate impulses when appropriate **Building new relationships**

	Express their feelings and consider the feelings of others Begins to accept the needs of others and can take turns and share resources, sometimes with support Show resilience and perseverance in the face of challenge Can usually adapt behaviour to different events, social situations and changes in routine	Demonstrates friendly behaviour, initiating conversations in play and forming good relationships with peers and familiar Think about the perspectives of others in stories	**Building new relationships** Initiates conversations, attends to and takes account of what others say Can play in a group, extending and elaborating play ideas Initiates play, sometimes offering cues to peers to join them.	Takes steps to resolve conflicts with other children, e.g. finding a compromise. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Confident to speak to others about own needs, wants, interests and opinions.	themselves and peers/adults (e.g. adults they don't know) Is increasingly socially skilled and takes steps to resolve conflicts by negotiating and finding a compromise, sometimes alone and sometimes with support Understands the importance of honesty in relationships	Is proactive in seeking adult support and able to articulate their wants and needs Is more outgoing towards unfamiliar people and more confident in new social situations Understands how to form relationships with adults and begins to form relationships with new teachers
Communi-cation and Language: *Curriculum coverage/ Carpet inputs/ Provision* **Article 1, 4, 12, 13, 23, 28, 29**	**Listening, attention and understanding** Introduce talk partners Listening expectations on the carpet Introducing languages spoken in our class Introducing Makaton signing	**Listening, attention and understanding** Listening to different adults (Enrichment) Watching the Nursery Christmas play **Speaking** Retelling stories making use of recently	**Listening, attention and understanding** Space-specific new vocabulary introduced and revisited **Speaking** Talking about where and how to find Cuddles	**Listening, attention and understanding** Introducing and using new vocabulary related to habitats/farms Paying attention on school trips to new adults (Freightliner's Farm) Re-reading Julia Donaldson books to	**Listening, attention and understanding** Fairy tale puppets to retell stories Making links between fairytale plots, characters and settings Exploring and retelling insect and animal life cycles	**Listening, attention and understanding** Making predictions during Science Week Offer explanations of why thing happen and making use of non-fiction books. Memorising songs for graduation

	Speaking Understand how to listen carefully and why listening is important. Introduce class pet. Children to share what they did at the weekend 'My turn, your turn' Copy me games	introduced vocabulary from stories Role play festivals and celebrations we learn about Hot seating Bog Baby Nativity Play	Express their ideas about where and how to find Cuddles Presenting their favourite toy to the class	build familiarity and understanding **Speaking** Emergency services role play/ look at role of farmer Discuss how to look after the animals .	Visit from Gail Smith Flowers **Speaking** Poetry Competition Talking about beautiful plants/trees	**Speaking** Discussing our favourite foods Graduation performance Talking about our memories and experiences in Reception
Communi-cation and Language: *Skills/ knowledge*	**Listening, attention and understanding** **Speaking** Learn new vocabulary linked to learning question and Book Power Text Use new vocabulary through the day. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Listens to others one to one or in small groups, when	**Listening, attention and understanding** What a question is and the difference between a question and a statement Can remember some facts a bout our friend's cultural celebrations **Speaking** Ask questions to find out more and to check	**Listening, attention and understanding** Two-channelled attention – can listen and do for short span Is able to follow directions (if not intently focused on own choice of activity) Understands use of objects (e.g. "What do we use to cut things?') **Speaking**	**Listening, attention and understanding** Understands humour, e.g. nonsense rhymes, jokes. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture **Speaking** Connect one idea or action to another using a range of connectives Develop social phrases	**Listening, attention and understanding** Beginning to use more complex sentences to link thoughts (e.g. using and, because) Questions why things happen and gives explanations. Asks e.g. who, what, when, how. **Speaking** Uses a range of tenses correctly (e.g. play, playing, will play, played)	**Listening, attention and understanding** Listen carefully to a range of rhymes and songs, paying attention to how they sound Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary **Speaking** Extends vocabulary, especially by grouping and naming, exploring

	conversation interests them Listens to stories with increasing attention and recall Responds to simple instructions, e.g. to get or put away an object Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Uses vocabulary focused on objects and people that are of particular importance to them	they understand what has been said to them Use full sentences to speak about past, present and futures experiences and celebrations. Articulate their ideas and thoughts in well-formed sentences. Introduces a storyline or narrative into their play. phrases in rhymes and stories Maintains attention, concentrates and sits quietly during appropriate activity Uses language to imagine and recreate roles and experiences in play situations	Express their feelings and experiences about why stealing is wrong. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Beginning to understand 'why' and 'how' questions.	Engage in story times actively Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.	Uses intonation, rhythm and phrasing to make the meaning clear to others	the meaning and sounds of new words Links statements and sticks to a main theme or intention

Understanding the world: *Curriculum coverage/ Carpet inputs/ Provision* **Article 1, 4, 8, 14, 16, 17, 22, 23, 29, 30, 36**	**Past & Present** Learning about our teachers when they were younger Baby pictures of our friends **People, Culture and Communities** Rosh Hashanah (Jewish New Year) Diwali Harvest festivals around the world Special stories **The Natural World** Autumn walk to look at local environment and seasonal changes Exploring different smells and tastes Magic potions Exploring autumn objects: conkers,	**Past and Present** Looking at the role of the vet in the past Learning about historical winter traditions around the world **People, Culture and Communities** Talk about celebrations and special times for themselves and their families Look at different places of worship Role of vets Special people in religious communities **The Natural World** Exploring ice, frost and freezing Looking at winter/Arctic animals Recognise that people have different beliefs	**Past and Present** Significant individuals in history – Neil Armstrong, Katherine Johnson The Space Race/first man on the moon Lives of significant artists in the past e.g. Alma Woodsey Thomas History of London/Islington **People, Culture and Communities** Mother's Day Explore different houses/buildings in our Islington community Walk around our local area Lunar New Year After close observation, draw pictures of the natural world, including animals and plants	**Past and Present** Traditional children's tales and songs Farming in the past/present The story of Holi **People, Culture and Communities** Holi celebration Eid Exploring the role of the police/emergencies Special religious times **The Natural World** Floating and sinking Baby farm animals to adult farm animals Where does honey come from? The life of bees Creating fruit ladybirds Spring walk	**Past and Present** Exploring differences in the past through fairy-tales Exploring castles in the past **People, Culture and Communities** Comparing children and adults (growth) Different cultural representations of fairy-tales and traditional tales Understanding the use of money in different community contexts Father's Day Belonging/religious and non-religious communities **The Natural World** Observe and discuss change over time – caterpillars	**Past and Present** How food has changed past vs present Remembering our year in Reception **People, Culture and Communities** Cafes and restaurants; people's roles in them Seaside holidays What do people say about looking after our world? **The Natural World** Making fruit kebabs Think about where our food comes from and how it grows Summer walk Science Week The seaside

	autumn leaves, berries, acorns	and celebrate special times in different ways Looking at the changes in trees Bonfire Night	Easter celebrations Special religious buildings **The Natural World** Exploring the solar system		Lifecycles of frogs, bees, Spring animals Planting, growing, eating beans Exploring different plants and flowers	
Skills/ knowledge	**Past & Present** Remembers and talks about some significant events in their own life **People, Culture and Communities** Talk about members of their immediate family and community Knows some of the things that make them unique, and can talk about some of the similarities and	**Past & Present** Can talk about some differences in people's jobs (vets, doctors etc) Compares Christmas celebrations in the past/present **People, Culture and Communities** Name and describe people who are familiar to them Shows interest in different occupations and ways of life. Recognises and describes special times	**Past & Present** Makes simple comparisons between past and present Islington **People, Culture and Communities** Draws information from a simple map Can talk about some significant individuals in the past Comments and asks questions about aspects of their familiar world	**Past & Present** Can retell a religious story Comments on familiar situations in the past (farming) Shows care and concern for living things and the environment. **People, Culture and Communities** Recognise that people have different beliefs and celebrate special times in different ways	**Past & Present** Can talk about some features of castles in the past **People, Culture and Communities** Understands that all families are different Can talk about what money is used for, earning money etc Where do we belong? **The Natural World** Can talk about some of the things they have observed such as	**Past & Present** Talks about the differences in themselves now vs 1 year ago: progress, taller, stronger etc Can talk about some of the things they have observed such as plants, animals, natural and found objects. **People, Culture and Communities** Understands the roles and jobs in a café/restaurant and how to behave there

	differences in relation to friends or family Can remember some facts about Judaism/Rosh Hashanah Which religious stories are special and why? **The Natural World** Understands the effect of changing seasons (Autumn) on the natural world around them Talks about why things happen and how things work.	or events for family or friends Understand that some places are special to members of their community. Which religious people are special and why? **The Natural World** Understands the effect of changing seasons (Winter) on the natural world around them Knows how to operate Bee Bots	(Islington, London, England) Which religious places are special and why? **The Natural World** Understands the effect of changing seasons (Winter) on the natural world around them Can recall some facts about planets/the moon/space Knows where they live: area, city, country, planet	With support, can remember some facts about Hinduism/Holi With support, can remember some facts about Islam/Eid Which religious times are special and why? **The Natural World** Can talk about some differences between baby and adult animals Recognise some environments that are different from the one in which they live	plants, animals, natural and found objects Develop an understanding of growth, decay and changes over time. Understand the effect of changing seasons on the natural world around them (Spring/Summer) Can label a plant and talks about its functions and features	What is special about our world? **The Natural World** Understands some changing states of matter (Science week) Knows where some food comes from and grows Can talk about what a balanced diet might look like
Expressive Arts and Design *Curriculum coverage/ Carpet inputs/ Provision*	**Exploring and using media and materials** Self-portraits 3-D Paper Mache faces Family portraits Poppy paintings Sensory drawings	**Exploring and using media and materials** Observational drawings of Bog Baby Exploring sound through the voice and body Creating Bluebells	**Exploring and using media and materials** Solar System/planet art Stick puppets and masks Chinese New Year Art Introduce sewing Junk-modelling rockets	**Exploring and using media and materials** Police officer badges Plan and create a trap to catch a robber Ladybird collages Observational drawings of farm animals	**Exploring and using media and materials** Big band – learning about the different instruments Performing a rehearsed song	**Exploring and using media and materials** Observational drawings and paintings of animals from the text Felt sandwiches Creating slug trails

Article 1, 4, 15, 23, 29, 31	Autumnal art- leaf printing, collage. Colour sorting Artist study: Yayoi Kuysama/Ellen Gallagher **Being imaginative and expressive** Introduction to performing T4W story-maps	Create Habitats by combing materials Diwali lamps Mehndi hand patterns Bonfire night paintings Christmas cards Artist Study- Monet **Being imaginative and expressive** Nativity Christmas performance **Music** Celebration music: learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanza and Christmas	Lunar New Year art Artist Study-Alma Woodsey Thomas/Van Gogh **Being imaginative and expressive** Moving to space music Lunar New Year dragon parade **Music** Exploring sound: Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Easter art activities Artist Study **Being imaginative and expressive** Poetry Performance **Music** Music and movement: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	Creating collages using Spring flowers and leaves Animal masks and puppets Make a life cycle of a chick – exploring textures and materials Creating beanstalks Butterfly symmetrical patterns **Being imaginative and expressive** Learning songs that reflect the cultures and backgrounds in our class **Music** Musical stories: A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	End of year self-portrait to see progress **Being imaginative and expressive** Graduation performance Creating a real disgusting sandwich **Music** Big band: Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience

Skills/ knowledge	**Exploring and using media and materials** 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 Chooses particular colours to use for a purpose. **Being imaginative and expressive** Sings a range of familiar songs Beginning to move rhythmically. Imitates movement in response to music. Imitates and builds on rhythms they hear	**Exploring and using media and materials** Create collaboratively, sharing ideas, resources and skills Experiments to create different textures. Constructs with a purpose in mind, using a variety of resources **Being imaginative and expressive** Listen attentively, move to and talk about music, expressing their feelings and responses Begins to build a repertoire of songs and dances. Explores the different sounds of instruments Manipulates materials to achieve a planned effect **Music**	**Exploring and using media and materials** Understands that different media can be combined to create new effects Experiments with different methods of joining objects together when junk-modelling Developing preferences for forms of expression in art Uses movement to express feelings Creates movement in response to music. **Being imaginative and expressive** Makes up rhythms, understanding ABAB and ABC, ABC patterns Watch and talk about dance and performance art, expressing their feelings and responses **Music**	**Exploring and using media and materials** Presents their creations to the class, explaining the process they have used Uses more complex tools and techniques competently **Being imaginative and expressive** Explores colour and how colours can be change Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative **Music** Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	**Exploring and using media and materials** Selects appropriate resources and adapts work when needed Selects tools and techniques needed to shape, assemble and join materials they are using Understands how natural dyes are used in paint and textiles **Being imaginative and expressive** Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words Sings a range of well-known nursery rhymes and songs **Music** Listen attentively, move to and talk about music,	**Exploring and using media and materials** Shows increasing confidence when sewing Experiments with a range of printing materials for different desired effects **Being imaginative and expressive** Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences Sing in a group or on their own, increasingly matching the pitch and following the melody Uses available resources to create props to support role-play, and creates new props when the need arise **Music**

		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. Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Sing in a group or on their own, increasingly matching the pitch and following the melody.	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. Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<u>Physical Developm-ent:</u> *Curriculum coverage/*	**Gross Motor Skills** Move around the school safely lining up and getting lunch Using indoor and outdoor equipment	**Gross Motor Skills** Handwriting positions at tables Multi skills	**Gross Motor Skills** Gymnastics Music and movement to a beat	**Gross Motor Skills** Dance Talking about what keeps us safe	**Gross Motor Skills** Bat and ball skills Working collaboratively and	**Gross Motor Skills** Athletics Discussing what contributes to a healthy diet

Carpet inputs/ Provision **Article 1, 4, 6, 23, 24, 29, 31**	safely – putting things in their correct places Introduction to the climbing frame Throwing and catching **Fine Motor Skills** Which hand do you write with? Scissor skills	Playing on the climbing frame safely **Fine Motor Skills** Developing the tripod grip using a range of sensory activities Using cutlery	Navigating the space; rolling hopping etc **Fine Motor Skills** Sketching and drawing – refining our skills	Combine movements to create a dance piece with peers Explore how to use different parts of the body **Fine Motor Skills** Sewing Dot paintings using small tools	competitively in sports activities **Fine Motor Skills** Using cutlery Personal handwriting targets	Talking about ways to keep healthy and safe **Fine Motor Skills** What does my best handwriting look like?
Skills/ knowledge	**Gross Motor skills** Develop the skills they need to manage the school day successfully including lining up, queuing and mealtimes Shows understanding of how to transport and store equipment safely **Fine motor skills**	**Gross Motor Skills** Travels with confidence and skill around, under, over and through balancing and climbing equipment Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball **Fine Motor Skills**	**Gross Motor Skills** Jumps off an object and lands appropriately. Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without prompting **Fine Motor Skills** Handles tools, objects, construction and malleable materials	**Gross Motor Skills** Moves freely and with confidence making changes to body shape, position and pace of movement **Fine Motor Skills** With support, can tackle a simple sewing task using their fine motor control Uses small tools to create intricate paintings	**Gross Motor Skills** Shows increasing control over an object in pushing, patting, throwing, catching or kicking it **Fine Motor Skills** Know how to use cutlery correctly Understand which sounds are tricky to write, and practice forming these letters	**Gross Motor Skills** Observes the effects of activity on their bodies. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks **Fine Motor Skills** Develop the foundations of a handwriting style which

	Uses simple tools to effect changes to materials (scissors) Shows a preference for a dominant hand	Uses the tripod grip in some cases Uses cutlery correctly in most cases 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	safely and with increasing control Draws freely with good pencil control		repetitively to build competency	is fast, accurate and efficient.