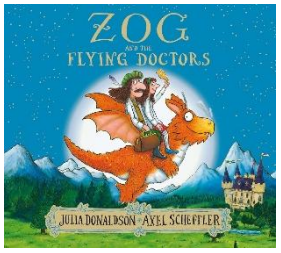
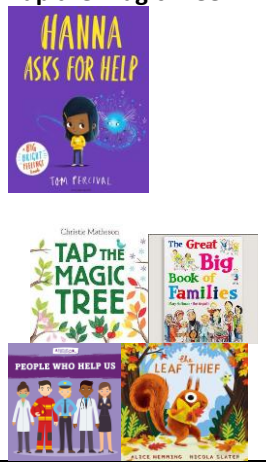
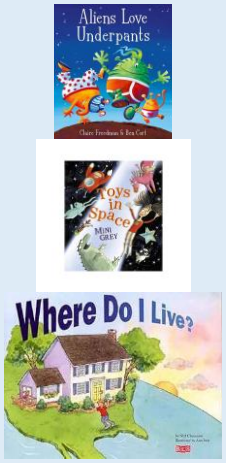
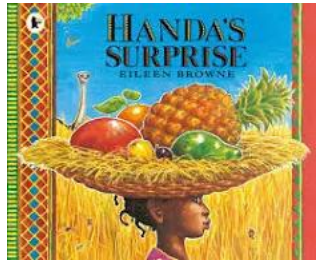
# Our Curriculum Intent

We have designed our curriculum for the children at Laycock Primary to be inspired, enthused, engaged and active- not only with the power of their learning, but the power of their life choices within our school, community and wider world. We aspire to revolutionise each subject within our curriculum to ensure our children gain cultural capital, a wide variety of exposure to happenings around the world and first-hand experience which is crucial to all learners.

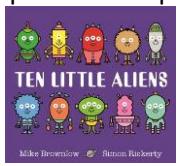
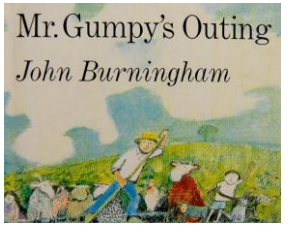
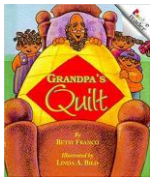
Our curriculum has been created based on the individuality of our local area, our community and the current world we live in. We will prepare our children to ask questions, hunt for answers and base decisions on their moral compass. Our enquiry based, experiential learning will ignite and develop our children to embody our school values: *aspirational, creative, curious, resilient, respectful and friendly*.

| YEAR R | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Literacy Topic Themes** | **Who am I?** | **Who do I know?** | **Where do I live?** | **Where do things live?** | **How do things grow?** | **Where does food come from?** |
| **Key Ideas**<br><br>Some things may change according to children's interests. | **Celebrating similarities and differences** | **Family, people in our community who help us.** | **The local environment, exploring the world and the solar system** | **Habitats and Living things** | **Plants and life cycles** | **Favourite foods healthy and unhealthy** |
| **Core Text** |  |  |  |  |  |  |

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| **Supporting text over the year** | **Hair Love**<br>**Colour Monster**<br> | **Great Big Book Of Families**<br>**People Who Help Us**<br>**Tap the Magic Tree**<br> | **Aliens Love Underpants**<br>**Toys in Space**<br>**Where do I Live**<br> | **Mad About Mini beasts**<br>**Snail and the Whale**<br> | **Seed of a Sunflower**<br>**The Tiny Seed**<br> | **Hand's Surprise**<br> |
| **Wow/Enrichment Memorable Experience** | Settling In Time<br>Little Angel visit | Barnsbury Woods<br>A Walk Through The Leaves | Local Walk | Visit to Freightliners City Farm | Visit to Culpepper Gardens | Food Experience<br>(Pizza Express) |
| **Making Sense of the World** | Home Corner<br>Hair Dressing Salon | Post Office<br>Santa's Grotto | Space Station | Farm | Growing Sunflowers | Seaside Cafe |
| **Current Affairs/ Wider World Opportunities** | National Poetry Day<br>Black History Month | Bonfire Night<br>Diwali<br>World Nursery Rhyme day<br>World Science Day<br>Christmas<br>Hanukah<br>Winter Solace | Lunar New Year<br>Big Garden Bird Watch<br>National Story telling week<br>Shrove Tuesday | World Book Day<br>Holi Colour Carnival<br>Mothers Day<br>Easter<br>Eid | Fathers Day<br>Deaf Awareness week<br>Earth Day | Science week<br>Cultural Food Tasting |
| **British Values**<br><br>**Democracy Rule of law Individual liberty Mutual respect and tolerance** | What is London Like? | What Do I Celebrate? | Who Are The Royal Family? | Looking at Emergency Services | What is Identity? | What is Money? |

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| **Literacy**<br>**Curriculum coverage.**<br>**Carpet Inputs/Provision** | **Word reading**<br><br>RWI: Read single-letter Set 1 sounds<br><br>Introduce book bags and home reading expectations<br><br>**Comprehension**<br><br>Introduce Helicopter Stories/daily news storytelling<br><br>Learn the poem 'I am Rose'.<br><br>Hairdresser/hair vocabulary in the role play area<br><br>Retell The Mega Magic Hair Swap<br><br>Retelling the Diwali story using role play props and puppets<br><br>**Writing**<br><br>Name writing<br><br>Create a class poem<br><br>Wishes and potions<br><br>Hairdresser appointment cards | **Word reading**<br><br>Word reading RWI: Read all Set 1 sounds, including digraphs Oral blending<br><br>**Comprehension**<br><br>Onomatopoeia in firework poems<br>Use Topic -specific vocabulary in nonfiction leaflets and texts in the role play area<br><br>Retelling the Christmas and Hanukkah stories using role play props and puppets<br><br>**Writing**<br><br>Halloween spells<br><br>Questions about magic spells<br><br>Letters to our friends<br>Simple captions<br><br>Letters to Santa/Christmas cards/wish lists | **Word reading**<br><br>RWI: Read short ditty stories<br>Word time<br>Nonsense (alien) words<br><br>**Comprehension**<br><br>Explore non-fiction texts about space and astronauts<br><br>Space-specific vocabulary in space station role play<br><br>Retelling the Lunar New Year story using props and puppets<br><br>**Writing**<br><br>Character descriptions<br>Lost posters<br><br>Addresses on labels<br>Party invitations<br><br>Captions<br><br>Planet information posters<br><br>Rocket designs<br><br>Lunar New Year storyboards | **Word reading**<br><br>RWI: Read Red Ditty Storybooks<br><br>**Comprehension**<br><br>What the Ladybird Heard<br>Farm-specific vocabulary in farm shop role play<br>Exploring Julia Donaldson's books<br>Hot seating the characters<br><br>Retelling a story using role play props and puppets<br><br>**Writing**<br><br>Draw and label farm maps<br><br>Wanted posters<br>Police reports<br><br>Writing cunning plans of the thieves<br><br>Farm animal speech bubbles<br><br>Writing a class poem fiction/non-fiction | **Word reading**<br><br>RWI: Read Green Storybooks; read some Set 2 sounds<br><br>**Comprehension**<br><br>Beanstalk<br>Plant-specific vocabulary in garden centre role play area<br>Exploring different fairy tales and traditional tales Non-fiction books about Spring and growth<br><br>**Writing**<br><br>Sequencing the story and writing extracts from the story-map<br><br>Exploring powerful vocabulary (verbs) using the story linked to bean growth<br><br>Instructions for how to plant a seed<br><br>Letters to the giant<br>Life Cycles captions | **Word reading**<br><br>Re-read what they have written to check that it makes sense<br><br>Speedily read most Set 2 red words Knows the letter names of the alphabet and the difference between a letter's sound and name<br>**Comprehension**<br><br>Knows the types of stories or books they enjoy reading and can give some examples<br><br>Remembers the name of key authors and talks about why the author might have written a particular story<br><br>**Writing**<br><br>Writes 2-3 short sentences with words with known sound letter correspondences using a capital letter and full stop in most cases<br><br>Begins to move away from 'hold a sentence' to building fluency in remembering which words to write<br><br>Writes most Set 2 common exception words correctly |

| Skills/Knowledge | **Word reading**<br><br>Read individual letters by saying the sounds for them<br>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences<br><br>Begin to recognise their friends names and visual timetable words<br><br>**Comprehension**<br><br>Anticipates key events in stories during dialogic reading<br><br>Shows an awareness of books in different languages that reflect the cultures in the class<br><br>**Writing**<br><br>Begin to use 'Fred Fingers' to write simple CVC words<br><br>Begins to use correct directionality when writing.<br><br>Begins to write on the lines on a page. | **Word reading**<br><br>Read some letter groups that each represent one sound and say sounds for them.<br><br>Read a few common exception words matched to their RWI level<br><br>Know that capital letters match the sound of their lowercase letter<br>Can read some written names of peers, siblings<br><br>**Comprehension**<br><br>Identifies alliteration<br>Shows early awareness of the way stories are structured<br>Uses and understands recently introduced vocabulary<br><br>Begins to infer characters feelings during story-times<br><br>**Writing**<br><br>Forms most lowercase letters correctly and some capital letters<br><br>Uses finger-spacing in their writing | **Word reading**<br><br>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words<br>Securely read the sound of all capital letters<br><br>Speedily read all Set 1 red words<br><br>**Comprehension**<br><br>Suggests how stories might end or gives alternate endings to stories they have heard<br>Knows that information can be retrieved from books and computers<br><br>**Writing**<br><br>Begins to type using a keyboard or touchscreen technology<br><br>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes such as invitations<br><br>Uses finger-spacing consistently in their writing | **Word reading**<br><br>Re-read RWI books to build up their confidence in word reading, their fluency and their understanding and enjoyment<br><br>Understand that different letter combinations can represent the same sound (e.g. c, k, ck), and apply this when segmenting and blending<br><br>**Comprehension**<br><br>With support, can talk about the beginning, middle and end of a story they have heard<br><br>Can talk about the difference between fiction/non-fiction<br><br>**Writing**<br><br>Uses their developing phonic knowledge to write longer sentences<br><br>Consistently writes letters of the same size<br>Is sometimes able to state the purpose and audience of their own writing | **Word reading**<br><br>RWI: Read Green Storybooks; read some Set 2 sounds<br><br>**Comprehension**<br><br>To retell Jack and the Beanstalk<br><br>Plant-specific vocabulary in garden centre role play area<br><br>Exploring different fairy tales and traditional tales<br><br>Non-fiction books about Spring and growth<br><br>**Writing**<br><br>Sequencing the story and writing extracts from the story-map<br><br>Exploring powerful vocabulary (verbs) using the story linked to bean growth<br><br>Instructions for how to plant a seed<br><br>Letters to the giant | **Word reading**<br><br>Re-read what they have written to check that it makes sense<br><br>Speedily read most Set 2 red words<br>Knows the letter names of the alphabet and the difference between a letter's sound and name<br><br>**Comprehension**<br><br>Knows the types of stories or books they enjoy reading and can give some examples<br><br>Remembers the name of key authors and talks about why the author might have written a particular story<br><br>**Writing**<br><br>Writes 2-3 short sentences with words with known soundletter correspondences using a capital letter and full stop in most cases<br><br>Begins to move away from 'hold a sentence' to building fluency in remembering which words to write<br><br>Writes most Set 2 common exception words correctly |
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| | Begins to write their name correctly. | Understands writing across a page<br><br>Experiments with familiar forms of writing (greeting cards, lists)<br><br>Writes Set 1 common exception words | Enjoys creating texts to communicate meaning for a wider range of contexts | Attempting punctuation in most cases Uses invented spelling for sounds they do not know | | |
| **Maths** | **Baseline and Teacher assessment:** • Early Number • Early calculation • Mathematical language • Early understanding of pattern<br><br>**Getting To Know You**<br><br>Match, sort and compare<br>Talk about measure and patterns<br>It's me 1, 2, 3<br><br> | **It's me, 1,2,3!**<br><br>Circles and triangles<br>1, 2, 3, 4, 5<br>Shapes with 4 sides<br><br><br> | **Alive in 5**<br><br>Mass and capacity<br>Growing 6, 7, 8<br><br> | **Growing 9 and 10**<br><br>Length, height and time<br>Building 9 and 10<br>Explore 3D shapes<br><br> | **To 20 and beyond**<br><br>How many now?<br>Manipulate, compose and decompose<br><br> | **On The Move**<br>**First, Then, Now**<br><br>Sharing and grouping<br>Visualise, build and map<br>Make connections<br>Odd and Even<br><br> |
| **Focus/Activities** | **Match**<br>**Concepts and activities:**<br><br>Find objects which are the same/ different. Playing matching game (pairs). Matching size and | **Introducing 0, 1,2 and 3.**<br>**Concepts and activities:**<br><br>Finding 12,3 in the environment. Matching | **Focus: Matching 6,7,8.**<br><br>**Concepts and activities:**<br><br>Matching images of 6,7,8 in different representations. | **Focus: 9 and 10**<br>**Concepts and activities:**<br><br>Comparing, representing, sorting up to 9 and 10. Ordering numerals to 10. Composition of 9 and 10. | **Focus: Building numbers beyond 10**<br>**Concepts and activities:**<br><br>Number patterns to 20 (numbers 1-9 repeat after every full ten) Beyond 20 on | **Focus: Doubling**<br>**Concepts and activities:**<br><br>Doubling is 'twice as many' Building doubles with real objects Doubling using tens |

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| | shape as well as pattern and colour. Creating matching patterns (construction towers, coloured clowns, beads)<br>**Sort and Compare**<br>**Concepts and activities:**<br>Sort into the same/different – based on colour, size, shape. Sorting into groups/using own criteria<br>**Just Like Me**<br>**Focus: Compare**<br>**Concepts and activities:**<br>Make comparisons to find groups have equal/more/ less/greater/fewer<br>**Focus: Compare size, mass and capacity.**<br>**Concepts and activities:**<br>Compare and order based on size, mass and capacity<br>**Vocab:** Large/small Big/little Short/tall Tallest/shortest<br>**Focus: Make simple patterns**<br>**Concepts and activities:**<br>Copy, continue, make their own simple repeating patterns (3 | quantities to no'. Subitising images of 1,2,3.<br>**Composition of 1,2,3**<br>**Concepts and activities:**<br>Sorting different representations of 1,2,3. Seeing 3 in different ways – part-part-whole and partitioning – number bonds to 3. Matching amounts to numerals. One more and one less within 3.<br>**Focus: Circles and Triangles.**<br>**Concepts and activities:**<br>Triangles. Circles and triangles in real life.<br>**Other activities:**<br>Kandinsky's Circles and Triangles artwork.<br>**Vocab:** 2d shape/side/corner/ straight/round/curve.<br>**Focus: Spatial Awareness**<br>**Concepts and activities:**<br>Positional language.<br>**Vocab:** recap<br>**Light and Dark**<br>**Focus: Introduce 4 and 5**<br>**Concepts and activities:** | **Focus: Pairs**<br>**Concepts and activities:**<br>Pairing different resources. Spotting one left over and 'odd'.<br><br><br>**Focus: Combining groups and adding more.**<br>**Concepts and activities:**<br>Count separate groups then how many altogether. Adding more on a numberline. Games with number tracks.<br>**Focus: Length and height**<br>**Time** – Days of the week<br>**Concepts and activities:**<br>Describe length and height (taller, shorter, longer, shorter) Measuring height Measuring time Make direct comparisons. Days of the week<br>**Rhymes:** Adam's Family Days of the week song. | **Focus: 9 and 10.**<br>**Comparing numbers to 10**<br>**Concepts and activities:**<br>Counting, comparing, sorting up to 10. Use of numberlines. Composition of 10. Bonds to 10 Counting forwards and backwards to 10.<br>**Rhymes:** Ten in a bed Ten Green Bottles<br>**Focus: 3D shape**<br>**Concepts and activities:**<br>Names of 3D shapes. Can describe similarities and differences. Some 3D shape features – curved, flat, straight. Identifying shapes in real objects. Printing with shapes in playdough to identify 2D shapes within 3D shapes. Building with 3D shapes.<br>**Focus: Consolidating**<br>**Concepts and activities:**<br>Measuring Equal and Unequal Pairs Composition of 5<br>**Focus: Consolidating**<br>**Concepts and activities:**<br>Combining two groups Numbers 6,7,8 composition. Days of the week | tens frame Estimating Matching pictures and numerals Subtraction<br>**Focus: Counting Patterns beyond 10**<br>**Concepts and activities:**<br>Visual representations of up to 20. Counting along a numbertrack. Missing numbers in a numberline. Ordering numbers to 20 Capacity and estimating<br>**Focus: Spatial Reasoning (Match, Rotate and Manipulate)**<br>**Concepts and activities:**<br>Matching shapes using jigsaws and puzzles Matching shapes with 3D models Replicating models made with 3D and 2D shapes. Tangrams with 2D shapes.<br>**Focus: Adding More**<br>**Concepts and activities:**<br>First, then, now stories. Counting on Adding more – unknown 'then' Adding more – 'first' unknown<br>**Focus: Taking Away**<br>**Concepts and activities:**<br>First, then, now, story. Taking away with unknown 'then' Playing games with | frames, mirrors, and barrier games "Double 2 is 4"<br>**Focus:Sharing and Grouping**<br>**Concepts and activities:**<br>Sharing equally between a set number of people. Making equal groups of set objects.<br>**Focus: Evens and Odds**<br>**Concepts and activities:**<br>Some things do not share equally into 2 groups and there is one left over. Identifying odd or even numbers. Odd and even structure on number shapes/tens frame.<br>**Focus:Problem Solving**<br>**Concepts and activities:**<br>Concepts and activities: Solve problems using stories and scenarios.<br>**Focus: Patterns and Relationships**<br>**Concepts and activities:**<br>Investigating relationship between numbers and shapes e.g. Cuisenaire rods, base 10. Copy, continue and create repeating patterns (up to 4 steps) and symmetrical constructions<br>**Focus:** Transition concepts and activities: Making maps of journeys (obstacle courses, |

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| | units of repeat). Spotting mistakes in repeating patterns. | Making 4 and 5.<br>Introducing 5 frames.<br>Subitising 4 and 5.<br>Discussing ways 4 and 5 are made.<br>**Rhymes:** 5 current buns 5 sizzling sausages 5 little speckled frogs<br><br>**Focus: Exploring 4 and 5**<br>**Concepts and activities:**<br><br>Different ways 4 and 5 are made – verbally describing.<br>Exploring shapes made with 4 and 5 building cubes.<br><br>**Focus:1 more/1 less**<br>**Concepts and activities:**<br><br>Using rhymes to explore one more and one less.<br>Exploring one more and one less practically.<br><br>**Focus: Rectangles and Squares.**<br>**Concepts and activities:**<br><br>Rectangles and Squares.<br>Finding shapes in real life and making pictures with shapes.<br>**Other maths activities:**<br>Mondrian squares and rectangles artwork<br><br>**Focus:** Night and day - time.<br>**Concepts and activities:**<br><br>Sequencing daily routines.<br>Time of day – day and night. | | **Focus: Consolidating**<br>**Concepts and activities:**<br><br>2D shapes 3D Shapes in real life Pattern Bonds to 10 | numbers decreasing.<br>Rhymes: 10 Green Bottles<br><br>**Focus: Spatial Reasoning**<br>**Concepts and activities:**<br><br>Making new shapes using right angled triangles, squares and triangles.<br>Pattern blocks Tangrams.<br><br>**Consolidation** | familiar journeys they go on, from stories).<br><br>**Consolidation** |

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| | | **Other maths activities:** Van Gogh Starry night and sun artwork<br>**Vocab:** Day Night Midnight Midday/noon Nocturnal Diurnal | | | | |

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| **PSE**<br>*Personal*<br>*Social*<br>*Emotional* | **Self-regulation**<br><br>Introduction to<br>The Colour Monster Emotional regulation wall display/ strategies for dealing with big emotions<br><br>**Managing self**<br><br>Exploring the provision including messy play, climbing frame, different areas of the classroom – trying new things Devising class rules Leadership roles<br><br>Basic hygiene: hand washing before snack and lunch and after the toilet. Why is this Important?<br><br>**Building new relationships**<br><br>Welcoming new children to Laycock. What are manners? Respecting other people's wishes and asking permission Discuss saying "No" and "Stop, I don't like it"<br><br>Who Am I Presentations | **Self-regulation**<br><br>Knows some strategies to use when they are feeling emotionally dysregulated<br><br>**Managing self**<br><br>Understands the importance of good personal hygiene (body washing) Can put on their own shoes and coat entirely independently<br><br>**Building new relationships**<br><br>Identify members of their immediate family and describe them and make links with similar family situations in the class Demonstrates friendly behaviour, initiating conversations in play and forming good relationships with peers and familiar people. Think about the perspectives of others in stories | **Self-regulation**<br><br>Shows an increasing ability to follow instructions involving several ideas or instructions Understands what a goal/target is.<br><br>**Managing self**<br><br>Describe themselves in positive terms and talk about their 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<br><br>**Building new relationships**<br><br>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. | **Self-regulation**<br><br>Following instructions using the BeeBots Whole class turn-taking competitive games<br><br>**Managing self**<br><br>Create golden rules for Lanky Len and Hefty Hugh Exploring what to do and where to get help from (police) Personal needs: having a good sleep routine<br><br>**Building new relationships**<br><br>Discussing caring for animals at the farm Tricking our friends, "only joking" and the damage it can cause | **Self-regulation**<br><br>What is fairness? Discussion on how and why to share equally<br><br>**Managing self**<br><br>Rules and guidance for Jack Building new relationships Designing a friend for the giant Honesty and truth circle times | **Self-regulation**<br><br>Reviewing what we have learnt and enjoyed in reception/ Preparing for transition for year one<br><br>**Managing self**<br><br>Basic hygiene/wellbeing: teeth-brushing and healthy eating Building new Relationships New relationships with our teachers |
| **Skills/ Knowledge** | **Self-regulation**<br><br>See themselves as a valuable individual Is aware of the boundaries set, and of Behavioural expectations in the setting (Laycock Values) | **Self-regulation**<br><br>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 | **Self-regulation**<br><br>Shows an increasing ability to follow instructions involving several ideas or instructions Understands what a goal is<br><br>**Managing self**<br><br>Describe themselves in positive terms and talk about their own abilities. Begin to | **Self-regulation**<br><br>Show an understanding of own feelings and those of others, and begin to regulate behaviour accordingly Understands what it means to be a 'Laycock Role Model' and demonstrates this type of behaviour Managing self Understands the importance of a good sleep routine | **Self-regulation**<br><br>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 | **Self regulation**<br><br>Set themselves short-term targets (for the day/week) in relation to 'Year 1 readiness'<br><br>**Managing self**<br><br>Understands the importance of toothbrushing Can talk |

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| | **Managing self**<br><br>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<br><br>**Building new relationships**<br><br>Build constructive and Respectful relationships with new friends 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<br><br>Show resilience and perseverance in the face of challenge Can usually adapt behaviour to different events, social situations and changes in routine | **Building new relationships**<br><br>Identify members of their immediate family and describe them and make links with similar family situations in the class<br><br>Demonstrates friendly behaviour, initiating conversations in play and forming good relationships with peers and familiar<br><br>Think about the perspectives of others in stories | 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<br><br>**Building new relationships**<br><br>Initiates conversations, attends to and takes account of what others say<br><br>Can play in a group, extending and elaborating play ideas Initiates play, sometimes offering cues to peers to join them. | 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.<br><br>**Building new relationships**<br><br>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 their own needs, wants, interests and opinions. | **Managing self**<br><br>Understands the difference between a 'big problem' and a 'little problem' .<br><br>**Building new relationships**<br><br>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy Identify appropriate behaviours between 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 | 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<br><br>**Building new relationships**<br><br>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 |
| **CL**<br>*Communication Language*<br><br>*Curriculum coverage/ Carpet inputs/ Provision* | **Listening, attention and understanding**<br><br>Introduce talk partners Listening expectations on the carpet Introducing languages spoken in our class Introducing Makaton signing<br><br>**Speaking**<br>Understand how to listen carefully and why listening is important.<br>Children to share what they did at the weekend 'My turn, your turn' Copy me games | **Listening, attention and understanding**<br><br>Listening to different adults (Enrichment) Watching Christmas play<br><br>**Speaking**<br>Retelling stories making use of recently introduced vocabulary from stories Role play festivals and celebrations. | **Listening, attention and understanding**<br><br>Space-specific new vocabulary introduced and revisited<br><br>**Speaking**<br>Two-channelled attention – can listen and do for short span Is able to follow directions (if not intently focused on own choice of activity) | **Listening, attention and understanding**<br><br>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 build familiarity and understanding<br><br>**Speaking**<br>Emergency services role play/ look at role of farmer Discuss how to look after the animals | **Listening, attention and understanding**<br><br>Fairy tale puppets to retell stories Making links between fairytale plots,characters and settings Exploring and retelling insect and animal life cycles<br><br>**Speaking**<br>Poetry Competition Talking about beautiful plants/trees | **Listening, attention and understanding**<br><br>Making predictions during Science Week<br><br>Offer explanations of why things happen and make use of nonfiction books.<br><br>Memorising songs for graduation |

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| | | What a question is and the difference between a question and a statement<br>Can remember some facts about our friend's cultural celebrations.<br><br>**Speaking**<br><br>Ask questions to find out more and to check they understand what has been said to them Use full sentences to speak about past, present and future experiences and celebrations.<br>Articulate their ideas and thoughts in well- formed sentences.<br>Introduces a storyline or narrative into their play. phrases in rhymes and stories<br><br>Maintains attention, concentrates and sits quietly during appropriate activity Uses language to imagine and recreate roles and experiences in play situations | Understands use of objects (e.g. "What do we use to cut things?')<br><br>**Speaking**<br><br>Express their feelings and experiences about why stealing is wrong.<br>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. | . | | **Speaking**<br><br>Discussing our favourite Foods Graduation performance Talking about our memories and experiences in Reception |
| **CL**<br>*Communication Language*<br><br>*Skills/Knowledge* | **Listening, attention and understanding**<br><br>**Speaking**<br><br>Learn new vocabulary linked to learning question and Text<br><br>Begin to use new vocabulary throughout the day. | **Listening, attention and understanding**<br><br>What a question is and the difference between a question and a statement<br>Can remember some facts about our friend's cultural celebrations Speaking. | **Listening, attention and understanding**<br><br>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 | **Listening, attention and understanding**<br><br>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 | **Listening, attention and understanding**<br><br>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. | **Listening, attention and understanding**<br><br>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 |

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| | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.<br><br>Listens to others one to one or in small groups, when conversation interests them<br><br>Listens to stories with increasing attention and recall Responds to simple instructions, e.g. to get or put away an object<br><br>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)<br><br>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. | **Speaking**<br>Ask questions to find out more and to check they understand what has been said to them. Use full sentences to speak about past, present and future experiences and celebrations.<br>Articulate their ideas and thoughts in well- formed sentences. Introduces a storyline or narrative into their play. phrases in rhymes and stories.<br>Maintains attention, concentrates and sits quietly during appropriate activity<br>Uses language to imagine and recreate roles and experiences in play situations. | use to cut things?')<br><br>**Speaking**<br><br>Express their feelings and experiences about why stealing is wrong. Describe events in some detail<br><br>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen<br><br>Beginning to understand 'why' and 'how' questions. | **Speaking**<br><br>Connect one idea or action to another using a range of connectives Develop social phrases 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. | **Speaking**<br><br>Uses a range of tenses correctly (e.g. play, playing, will play, played) Uses intonation, rhythm and phrasing to make the meaning clear to others | knowledge and vocabulary<br><br>**Speaking**<br><br>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Links statements and sticks to a main theme or intention |
| **PD**<br>*Physical Dev. Health & self-care Moving & Handling* | **Gross Motor Skills**<br><br>Move around the school safely lining up and getting lunch Using indoor and outdoor equipment safely – putting things in their correct places<br><br>Introduction to the climbing frame Throwing and catching<br><br>**Fine Motor Skills**<br><br>Which hand do you write with? Scissor skills | **Gross Motor Skills**<br><br>Handwriting positions at tables Multi skills<br><br>Playing on the climbing frame safely<br><br>**Fine Motor Skills**<br><br>Developing the tripod grip using a range of sensory activities Using cutlery | **Gross Motor Skills**<br><br>Gymnastics Music and movement to a beat<br><br>Navigating the space; rolling hopping etc<br><br>**Fine Motor Skills**<br><br>Sketching and drawing – refining our skills | **Gross Motor Skills**<br><br>Dance Talking about what keeps us safe Combine movements to create a dance piece with peers<br><br>Explore how to use different parts of the body<br><br>**Fine Motor Skills**<br><br>Sewing Dot paintings using small tools | **Gross Motor Skills**<br><br>Bat and ball skills Working collaboratively and competitively in sports activities<br><br>**Fine Motor Skills**<br><br>Using cutlery Personal handwriting targets | **Gross Motor Skills**<br><br>Athletics Discussing what contributes to a healthy diet<br><br>Talking about ways to keep healthy and safe<br><br>**Fine Motor Skills**<br><br>What does my best handwriting look like? |
| Physical Development: Skills/ knowledge | **Gross Motor Skills** | **Gross Motor Skills** | **Gross Motor Skills** | **Gross Motor Skills** | **Gross Motor Skills** | **Gross Motor Skills** |

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| | 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<br><br>**Fine motor skills**<br><br>Uses simple tools to effect changes to materials (scissors) Shows a preference for a dominant hand | 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<br><br>**Fine Motor Skills**<br><br>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, coordination and agility | Jumps off an object and lands appropriately. Shows understanding of how to transport and store equipment safely<br><br>Practices some appropriate safety measures without prompting<br><br>**Fine Motor Skills**<br><br>Handles tools, objects, construction and malleable materials safely and with increasing control Draws freely with good pencil control | Moves freely and with confidence making changes to body shape, position and pace of movement<br><br>**Fine Motor Skills**<br><br>With support, can tackle a simple sewing task using their fine motor control<br><br>Uses small tools to create intricate paintings | Shows increasing control over an object in pushing, patting, throwing, catching or kicking it<br><br>**Fine Motor Skills**<br><br>Know how to use cutlery correctly<br><br>Understand which sounds are tricky to write, and practice forming these letters repetitively to build competency | 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<br><br>**Fine Motor Skills**<br><br>Develop the foundations of a handwriting style which is accurate and efficient. |
| **UW**<br>*Understanding the world*<br><br>*Computing* | **Past & Present**<br><br>Learning about our teachers when they were younger Baby pictures of our Friends<br><br>**People, Culture and Communities**<br><br>Rosh Hashanah (Jewish New Year) Diwali Harvest festivals around the world Special stories<br><br>**The Natural World**<br><br>Autumn walk to look at local environment and seasonal changes<br>Exploring different smells and tastes Magic potions Exploring autumn objects: | **Past and Present**<br><br>Looking at the role of the vet in the past Learning about historical winter traditions around the World<br><br>**People, Culture and Communities**<br><br>Talk about celebrations and special times for themselves and their families Look at different places of worship Role of hair dresser. Special people in religious communities<br><br>**The Natural World**<br><br>Exploring ice, frost and freezing Looking at winter/Arctic animals<br><br>Recognise that people have | **Past and Present**<br><br>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<br><br>**People, Culture and Communities**<br><br>Mother's Day Explore different houses/buildings in our Islington community Walk around our local area<br><br>Lunar New Year<br>After close observation, draw pictures of<br><br>**The Natural world** | **Past and Present**<br><br>Traditional children's tales and songs Farming in the past/present The story of Holi<br><br>**People, Culture and Communities**<br><br>Holi celebration Eid Exploring the role of the police/emergencies Special religious times<br><br>**The Natural World**<br><br>Floating and sinking Baby farm animals to adult farm animals Where does honey come from?<br><br>The life of bees Creating fruit ladybirds Spring walk | **Past and Present**<br><br>Exploring differences in the past through fairy-tales Exploring castles in the past<br><br>**People, Culture and Communities**<br><br>Comparing children and adults (growth) Different cultural representations of fairy-tales and traditional tales Understanding the use of money in different community contexts<br><br>**Father's Day**<br><br>Belonging/religious and nonreligious communities<br><br>**The Natural World** | **Past and Present**<br><br>How food has changed past vs present Remembering our year in Reception<br><br>**People, Culture and Communities**<br><br>Cafes and restaurants; people's roles in them Seaside holidays<br><br>What do people say about looking after our world?<br><br>**The Natural World**<br><br>Making fruit kebabs Think about where our food comes from and how it grows Summer walk Science Week |

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| | conkers, autumn leaves, berries, acorns | different beliefs and celebrate special times in different ways Looking at the changes in trees<br><br>Bonfire Night | Including animals and plants Easter celebrations Special religious buildings<br>Exploring the solar system | | Observe and discuss change over time – Caterpillars Life Cycles of frogs, bees, Spring animals Planting, growing, eating beans Exploring different plants and flowers | The seaside |
| **UW**<br>*Understanding the world Skills/Knowledge* | **Past & Present**<br><br>Remembers and talks about some significant events in their own life<br><br>**People, Culture and Communities**<br><br>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 differences in relation to friends or family<br><br>**The Natural World**<br><br>Understands the effect of changing seasons (Autumn) on the natural world around them<br><br>Talks about why things happen and how things work | **Past & Present**<br><br>Can talk about some differences in people's jobs (hair dressers,vets, doctors etc) Compares Christmas celebrations in the past/present<br><br>**People, Culture and Communities**<br>Name and describe people who are familiar to them. Shows interest in different occupations and ways of life. Recognises and describes special times or events for family or Friends Can remember some facts about celebrations.<br><br>Understand that some places are special to members of their community. Which religious people are special and why?<br><br>**The Natural World**<br><br>Understands the effect of changing.<br>Knows how to operate Bee Bots | **Past & Present**<br><br>Makes simple comparisons between past and present Islington<br><br>**People, Culture and Communities**<br><br>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 (Islington, London, England) Which religious places are special and why?<br><br>**The Natural World**<br><br>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 | **Past & Present**<br><br>Can retell a religious story Comments on familiar situations in the past (farming) Shows care and concern for living things and the environment.<br><br>**People, Culture and Communities**<br><br>Recognise that people have different beliefs and celebrate special times in different ways 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?<br><br>**The Natural World**<br><br>Can talk about some differences between baby and adult animals Recognise some environments that are different from the one in which they live | **Past & Present**<br><br>Can talk about some features of castles in the past<br><br>**People, Culture and Communities**<br><br>Understand that all families are different. Can, talk about what money is used for, earning money etc . Where do we belong?<br><br>**The Natural World**<br><br>Can talk about some of the things they have observed such as plants, animals, natural and found objects Develop an understanding of growth, decay and changes over time.<br><br>Understand the effect of changing seasons on the natural world around them (Spring/Summer)<br><br>Can label a plant and talks about its functions and features | **Past & Present**<br><br>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.<br><br>**People, Culture and Communities**<br><br>Understands the roles and jobs in a café/restaurant and how to behave there. What is special about our world?<br><br>**The Natural World**<br><br>Understands some changing states of matter (Science week) Knows where some food comes from and grows<br><br>Can talk about what a balanced diet might look like |

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| **EAD**<br>*Expressive Arts and Design* | **Exploring and using media and materials**<br><br>Self-portraits 3-D Paper | **Exploring and using media and materials**<br><br>Observational drawings | **Exploring and using media and materials**<br><br>Solar System/planet art Stick | **Exploring and using media and materials**<br><br>Police officer badges Plan and | **Exploring and using media and materials**<br><br>Big band – learning about the | .**Exploring and using media and materials** |

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| | Mache faces Family portraits Poppy paintings Sensory drawings Autumnal art- leaf printing, collage. Colour sorting Artist study:<br><br>**Being imaginative and expressive**<br><br>Introduction to performing | Exploring sound through the voice and body Create Habitats by combining materials<br><br>Diwali lamps Mehndi hand patterns Bonfire night paintings Christmas cards Artist Study-<br><br>**Being imaginative and expressive**<br><br>Christmas performance<br><br>**Music**<br><br>Celebration music: learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanza and Christmas | puppets and masks<br><br>Chinese New Year Art Introduce sewing Junk-modelling rockets<br><br>Lunar New Year<br><br>**Being imaginative and expressive**<br><br>Moving to space music Lunar New Year dragon parade<br><br>**Music**<br><br>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 | create a trap to catch a robber Ladybird collages<br><br>Observational drawings of farm animals Easter art activities Artist Study<br><br>**Being imaginative and Expressive**<br><br>Poetry Performance<br><br>**Music**<br><br>Music and movement:<br><br>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music | different instruments<br><br>Performing a rehearsed song<br><br>Creating collages using Spring flowers and leaves<br><br>Animal masks and Puppets Make a life cycle of a caterpillar –<br><br>exploring textures and materials<br><br>Creating beanstalks Butterfly symmetrical patterns<br><br>**Being imaginative and expressive**<br><br>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. | Observational drawings and paintings of animals from the text<br><br>Creating slug trails<br><br>End of year self-portrait to see progress<br><br>**Being imaginative and expressive**<br><br>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 |
| **EAD**<br>*Expressive Arts and Design*<br><br>*Skills/Knowledge* | **Exploring and using media and materials**<br><br>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.<br><br>**Being imaginative and expressive** | **Exploring and using media and materials**<br><br>Create collaboratively, sharing ideas, resources and skills Experiments to create different textures.<br><br>Constructs with a purpose in mind, using a variety of resources<br><br>**Being imaginative and expressive** | **Exploring and using media and materials**<br><br>Understands that different media can be combined to create new effects<br><br>Experiments with different methods of joining objects together when junk-modelling Developing preferences for forms of expression in art<br><br>Uses movement to express feelings Creates movement in response to music. | **Exploring and using media and materials**<br><br>Presents their creations to the class, explaining the process they have used<br><br>Uses more complex tools and techniques competently<br><br>**Being imaginative and expressive** | **Exploring and using media and materials**<br><br>Selects appropriate resources and adapts work when needed Selects tools and techniques needed to shape, assemble and join materials they are using<br><br>Understands how natural dyes are used in paint and textiles<br><br>**Being imaginative and** | **Exploring and using media and materials**<br><br>Shows increasing confidence when sewing Experiments with a range of printing materials for different desired effects<br><br>**Being imaginative and expressive**<br>Initiates new |

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| | Sings a range of familiar songs Beginning to move rhythmically. Imitates movement in response to music. Imitates and builds | Listen attentively, move to and talk about music, expressing their feelings and responses<br><br>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments Manipulates materials to achieve a planned effect<br><br>**Music**<br><br>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. | **Being imaginative and expressive**<br><br>Makes up rhythms, understanding ABAB and ABC, ABC patterns<br><br>Watch and talk about dance and performance art, expressing their feelings and responses<br><br>**Music**<br><br>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 | Explores colour and how colours can be changed<br><br>Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative<br><br>**Music**<br><br>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.<br><br>Explore and engage in music making and dance, performing solo or in groups. Sing a range of well- known nursery rhymes and songs.<br><br>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | **expressive**<br><br>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words<br><br>Sings a range of well- known nursery rhymes and songs<br><br>**Music**<br><br>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. Sing in a group or on their own, increasingly matching the pitch and following the melody. | combinations of movement and gesture in order to express and respond to feelings, ideas and experiences<br><br>Sing in a group or on their own, increasingly matching the pitch and following the melody<br><br>Uses available resources to create props to support role-play, and creates new props when the need arise<br><br>**Music**<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br><br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br><br>Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.<br><br>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. |