

Whinstone Reception curriculum planning 2025-2026

Whinstone Early Years Foundation Stage Curriculum is a bespoke curriculum for children at Whinstone based upon and influenced by Development Matters (2021), Birth to 5, White Rose Maths and 'Whinstone expectations' including a path way to the next phase; Pre-school to Pre-school 2, Pre-school 2 to Reception and Reception to Year 1. Maths is a 'trust written' scheme, we follow the school PE scheme and Charanga music scheme.

Our carefully designed Long Term Plan is a base for our termly curriculum planning which runs across our EYFS - All About Me, Planet Earth and The World of Books. These carefully chosen topics provide children with a broad, exciting and challenging curriculum and prepare them to have confidence in their next stage of learning securing excellent skills and knowledge across all areas of the EY Curriculum. Statements are covered through teacher led learning, adult led interactions, continuous provision and daily routines.

Communication and Language			
	Autumn	Spring	Summer
Speaking	<ul style="list-style-type: none"> ❖ Learn new vocabulary and use new vocabulary through the day ❖ Expand vocabulary to include new words related to a topic or theme ❖ Continue to use new vocabulary when the topic or theme has ended. ❖ Retell a simple past event in the correct order ❖ Use talk in pretending that objects stand for something else in play, e.g. this ruler is my sword ❖ Begin to learn a selection of rhymes and poems and recite rhymes learnt in pre-school ❖ Use vocabulary to describe each other. ❖ Discuss morning and evening routines ❖ Discuss familiar stories 	<ul style="list-style-type: none"> ❖ Ask questions to find out more and to check they understand what has been said to them ❖ Use and apply new vocabulary in different contexts ❖ Connect one idea or action to another using a range of connectives. ❖ Ask questions to learn more about an event or task ❖ Use complete sentences more regularly ❖ Use language to imagine and recreate roles in play situations ❖ Use talk to organise and clarify thoughts, feelings and ideas ❖ With growing confidence, recite rhymes and poems ❖ Hold a back and forth conversation 	<ul style="list-style-type: none"> ❖ Connect one idea or action to another using a range of connectives ❖ Describe events in some detail ❖ Participate in small group, class and one to one discussions, offering their own ideas using recently introduced vocabulary ❖ Talk about and explain why things might happen making use of recently introduced vocabulary from a variety of sources ❖ Express themselves, their observations and ideas using full sentences, including use of past, present and future tenses and making use of conjunctions with support. ❖ Discuss feelings when others don't play fairly
ELG - end of year expectation	<ul style="list-style-type: none"> ❖ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ❖ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ❖ Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 		

I'm ready for Whinstone Y1	<ul style="list-style-type: none"> ✓ Participate in class assemblies and performances with confidence. ✓ Expand explanations by reasoning e.g. 'I think this because...' (Speak in sentences using conjunctions). ✓ Express want and needs with justification e.g., 'I need the dustpan and brush because I have spilt some sand'. ✓ Use an increasing amount tier 3 vocabulary when speaking. 		
Listening, Attention and Understanding	<ul style="list-style-type: none"> ❖ To understand listening is important ❖ Listen to and follow and instructions ❖ Listen to stories with increased attention and recall ❖ Asking and responding to 'why' questions ❖ Listening to one another in small groups and one-to-one ❖ Showing an interest in non-fiction books 	<ul style="list-style-type: none"> ❖ Listening to a whole story from beginning to end ❖ Responding to instructions involving a two-part sequence ❖ Listening and responding to others ideas. ❖ Remembering key points of a story without needing prompts 	<ul style="list-style-type: none"> ❖ Able to listen attentively, for a sustained period (group or class) ❖ Able to respond to what they hear by asking relevant questions, comments and or actions. ❖ Able to generate and ask questions to clarify understanding. ❖ Able to engage actively in conversation by contributing effectively Understands a range of complex sentence
ELG - end of year expectation	<ul style="list-style-type: none"> ❖ Children at the expected level of development will: ❖ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; ❖ Make comments about what they have heard and ask questions to clarify their understanding; ❖ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 		
I'm ready for Y1	<ul style="list-style-type: none"> ✓ Listen in whole school assemblies, concerts and shows ✓ Understand and follow dialogue with more than one instruction 		

Personal, Social, Emotional Development			
	Autumn	Spring	Summer
Self Regulation	<ul style="list-style-type: none"> ❖ Describing themselves in a positive light and talking about their own abilities ❖ See themselves as valuable individuals ❖ Being confident to speak to their peers and adults about their needs, wants and interests. ❖ Beginning to express their feelings and consider the feelings of others including respecting other's thoughts and feelings ❖ Knowing when they are upset about a situation and explaining why ❖ Choosing their own equipment needed to complete a task 	<ul style="list-style-type: none"> ❖ Recognising themselves as a valuable individual ❖ Willingly expressing their feelings and knowing when they have been kind and considerate ❖ Being confident to try new activities ❖ Expressing their likes and dislikes ❖ Being confident to speak in a familiar group ❖ Being happy to talk about their own ideas and feelings (including new year resolutions) 	<ul style="list-style-type: none"> ❖ To talk about their own feelings and begin to understand and respond to others feelings ❖ Work towards simple goals and challenges ❖ Self-moderation ie waiting even when it's challenging to do so ❖ Give focused attention on what others are saying including during teaching tasks.

	<ul style="list-style-type: none"> ❖ Displaying enthusiasm and excitement when anticipating and engaging in certain activities ❖ Being able to wait for what they want and take turns 	<ul style="list-style-type: none"> ❖ Choosing the resources they need for a given activity ❖ Saying when they do and do not need help ❖ Confidently expressing an opinion 	
Managing Self	<ul style="list-style-type: none"> ❖ To come into school being able to separate from their main carer and walk in independently ❖ To manage their own belongings including hanging their coat up and putting their bags away ❖ To begin to follow new classroom routines and school rules ❖ To begin to follow routines with class toothbrushing ❖ To discuss how to keep safe including on school trips and on Bonfire Night ❖ Can communicate physical needs such as the need to go to the toilet ❖ To manage their own basic hygiene ❖ To discuss how we keep clean and begin to know about internal and external health 	<ul style="list-style-type: none"> ❖ Showing that they can stick to an activity even when challenging ❖ Selecting and using activities and resources with help ❖ Being confident to talk to other children when playing ❖ Being more confident in new social situations ❖ Showing confidence in asking adults for help 	<ul style="list-style-type: none"> ❖ Willingly participating in a wide range of activities ❖ Being confident to speak to others about needs, wants, interests and opinions ❖ To show an understanding of why exercise is important ❖ To understand the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> ❖ Can work alongside peers, sometime interacting but consumed in own agenda ❖ Interact with peers with awareness of boundaries ❖ Can separate from an adult when entering school without distress ❖ Able to approach an adult if they feel upset about something, seek emotional support for themselves. ❖ Communicate about home and family ❖ Start to listen to other children and wait to have their turn to speak ❖ Work with adults familiar to them in the setting to complete tasks ❖ Begins to form positive attachments and friendships ❖ Begins to describe others in positive terms 	<ul style="list-style-type: none"> ❖ Can work with another child to complete a task, whether child led or adult ❖ Interact with friends sometimes leading the play but also coping when the play is led by other children. Adults may resolve conflict issues ❖ Has a friendship group, is willing to work with peers and as a team ❖ Understand the effect that they can have on others emotions ❖ Comfort others ❖ Start initiating and negotiating with regard to sharing with their peers ❖ Recognise they are part of a family, community, social group 	<ul style="list-style-type: none"> ❖ Can work with another child to complete a task, whether child led or adult directed with little direction needed from an adult ❖ Can play alongside others cooperating, taking turns and can solve conflict if arises ❖ Will initiate and respond to conversations from unfamiliar adults ❖ Has a friendship group within the setting but sometimes chooses to work alongside others ❖ Regulates own behaviours in order to find solutions to conflicts and compromise ❖ Able to regulate themselves to wait until what they want is available,

		❖ To respect and have a growing understanding of different cultures	even if this means self-distraction for the interim period
ELG - end of year expectations	<p>Self Regulation</p> <ul style="list-style-type: none"> ✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; ✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ✓ Explain the reasons for rules, know right from wrong and try to behave accordingly; ✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> ✓ Work and play cooperatively and take turns with others; ✓ Form positive attachments to adults and friendships with peers; ✓ Show sensitivity to their own and to others' needs. ✓ To display the ability to play independently and respectfully with friends 		
I'm ready for Y1	<ul style="list-style-type: none"> ✓ Can respect and follow the school behaviour policy - Ready, Respectful, Safe ✓ To be an active and positive member of their class by working collaboratively, offering comments and ideas. ✓ To display a positive attitude towards others' beliefs and have a basic understanding of some religious and cultural celebrations (Eid-Al-fitr, Chinese New Year, Easter, Christmas, Diwali). ✓ To have the confidence to ask questions to clarify understanding. 		

Physical Development			
	Autumn	Spring	Summer
Gross Motor Skills	<ul style="list-style-type: none"> ❖ Show increasing control when linking movements together ❖ Experiment moving in different ways - rolling, walking, running and skipping, crawling, jumping, hopping and 	<ul style="list-style-type: none"> ❖ Start to experiment with different types of movement and revise fundamental movement skills. ❖ Jump off objects safely and carefully ❖ Negotiate space when moving successfully 	<ul style="list-style-type: none"> ❖ Choose to move in a range of ways, moving freely and with confidence making changes to body shape, position, and pace of movement such as

	<p>climbing, mounting stairs, steps and climbing equipment</p> <ul style="list-style-type: none"> ❖ Work together safely to move outdoor and P.E equipment ❖ Confidently use a range of indoor and outdoor large apparatus 	<ul style="list-style-type: none"> ❖ Travel with confidence and skill when moving around, under, over and through various equipment ❖ Show increasing control when throwing, catching and kicking a ball ❖ Show an understanding of safety 	<p>slithering, rolling, shuffling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <ul style="list-style-type: none"> ❖ Independently explore a range of equipment and use appropriately and safely ❖ Jump off an object and land appropriately using hands, arms and body to stabilise and balance ❖ Refine a range of ball skills including throwing, catching, kicking and passing ❖ Practice appropriate safety measures ❖ Independently rides balance bikes with control
ELG - end of year expectation	<ul style="list-style-type: none"> ✓ Negotiate space and obstacles safely, with consideration for themselves and others; ✓ Demonstrate strength, balance and coordination when playing; ✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		
I'm ready for Y1	<ul style="list-style-type: none"> ✓ Throw under arm, ✓ Throw at a target. ✓ Travel in different ways including sideways and backwards. ✓ Balance with control. ✓ Continue to develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. 		
Fine Motor Skills	<ul style="list-style-type: none"> ❖ Draw lines and circles using anti-clockwise movements. ❖ Beginning to use a dominant hand. ❖ Make snips with scissors. ❖ Use a fork and spoon to eat with and begin to use a knife. ❖ Put on their own coat and fasten their zip. Dress with help. ❖ Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc. 	<ul style="list-style-type: none"> ❖ Begin to draw recognisable pictures. ❖ Have a preference for a dominant hand, consistently ❖ Begin to use a knife to cut their food. ❖ Confidently and safely use large and small apparatus outside. ❖ Write their names forming the letters correctly ❖ Form recognisable letters ❖ Dress themselves including fastening zips and buttons ❖ Begin to use a range of tools with more accuracy e.g. pencils, brushes, scissors, tweezers 	<ul style="list-style-type: none"> ❖ Hold a pencil effectively and with good control- using the tripod grip in almost all cases. ❖ Form recognisable letters, most of which are correctly formed. ❖ Use scissors correctly to cut around a picture along the lines. ❖ Uses cutlery effectively including cutting their food with a knife and fork.

	<ul style="list-style-type: none"> ❖ Go to the toilet independently and wash their hands 		<ul style="list-style-type: none"> ❖ Show more accuracy and care when drawing. ❖ With support, logs on to a computer programmes e.g. Purple Mash
ELG - end of year expectation	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 		
I'm ready for Y1	<ul style="list-style-type: none"> ✓ Forming most letters correctly according to formation taught in Read, Write Inc ✓ Draw recognisable pictures with more details e.g. a person should have a head, body, arms and legs and detail including eyes, nose, mouth, hair etc. ✓ Use paint brushes with control to paint recognisable pictures. ✓ Hold a pencil and paint brush using tripod grip. ✓ To talk to a peer or adult about their creations explaining the process that led to a finished product. ✓ To have an awareness of how to operate simple cooking tools (knife and fork, wooden spoons, whisks etc) to create a food-based product by following instructions. 		

Literacy			
	Autumn	Spring	Summer
Comprehension	<ul style="list-style-type: none"> ❖ Hold a book correctly, turn the pages and indicate an understanding of pictures and print ❖ Understand that print can have different purposes and that we read left to right, top to bottom ❖ Engage in story time and books including non-fiction ❖ Join in with predictable words, phrases and refrains ❖ Listen carefully to rhymes and songs, paying attention to how they sound ❖ Begin to answer simple questions about a familiar book/text orally 	<ul style="list-style-type: none"> ❖ Talk about events and characters in books ❖ Make suggestions about what might happen next in a story ❖ Talk about their favourite book ❖ Use vocabulary and events from stories in their play ❖ Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment ❖ Read and understand simple phrases and sentences - based on their phonic ability 	<ul style="list-style-type: none"> ❖ Re-read what they have written to check that it makes sense. ❖ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ❖ Engage in increasingly extended conversations about stories, demonstrating the correct use of new vocabulary. ❖ Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly ❖ Answer simple questions about a familiar book/text

	<ul style="list-style-type: none"> ❖ Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ❖ Sequence three pictures in order from a very familiar and well-known story - beginning, middle and end ❖ Identify the main characters in a familiar story/traditional tale 	<ul style="list-style-type: none"> ❖ Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading ❖ Engage in extended conversations about texts, learning new vocabulary ❖ Join in with and continue predictable words, phrases and refrains ❖ Answer simple questions about a familiar book/text orally ❖ Able to retell/join in with retelling three traditional tales - e.g., Goldilocks and the Three Bears ❖ Make predictions about how the story might end and how the story might develop 	<ul style="list-style-type: none"> ❖ Sequence four/five pictures in order - beginning, middle and end, using narrative language and new vocabulary to retell the story ❖ Make increasingly detailed predictions about how the story might end, develop and anticipate key events within the story ❖ Retell/join in with retelling a range of traditional tales ❖ Identify rhyming words
<i>ELG - end of year expectation</i>	<ul style="list-style-type: none"> ✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; ✓ Anticipate - where appropriate - key events in stories; ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 		
<i>I'm ready for Y1</i>	<ul style="list-style-type: none"> ✓ Know there are different texts such as non-fiction, fiction and poetry ✓ Answer simple inference (why/how) questions about what has been read to them/they have read 		
<i>Word Reading</i> <i>For expectations for knowledge acquisition of specific sounds/digraphs/word knowledge, please refer to our separate Read, Write Inc termly expectations document</i>	<ul style="list-style-type: none"> ❖ Join in with the rhyme and rhythm of stories ❖ Recognise their own name ❖ Identify some initial sounds in words ❖ Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom ❖ Develop their phonological awareness, clap syllables in a word, recognise words with the same initial sound, such as sand and sink. ❖ Read individual letters by saying the sounds for them covered in phonics 	<ul style="list-style-type: none"> ❖ Read an increasing amount of letters saying the sounds taught in phonics ❖ Read simple words and simple sentences including some tricky (red) words ❖ Display awareness of print and begin to read labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> ❖ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ❖ Engage with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text

	<ul style="list-style-type: none"> ❖ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 		<ul style="list-style-type: none"> ❖ Continue a rhyming string and identifies alliteration
ELG (end of year expectation)	<ul style="list-style-type: none"> ✓ Say a sound for each letter in the alphabet and at least 10 digraphs; ✓ Read words consistent with their phonic knowledge by sound-blending; ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		
I'm ready for Y1	<ul style="list-style-type: none"> ✓ Begin Phase 4 sounds (RWI equivalent) ✓ Begin to read some Phase 4 words (RWI equivalent) and reception irregular words. ✓ Read to a small group of friends ✓ Read a growing number of books by choice for pleasure. 		
Writing	<ul style="list-style-type: none"> ❖ Write some letters from their name from memory ❖ Write their name using a name card (if necessary) and begin to write it from memory. ❖ Begin to form lower-case letters correctly as they learn the sounds ❖ Write CVC words by segmenting the sounds and then writing the sound with letter/s ❖ Understand that a sentence is a complete thought and it must make sense. ❖ Compose a sentence orally and have a go at writing it down ❖ Begin to represent some sounds correctly in their writing e.g initial sounds ❖ Choose to write in continuous provision 	<ul style="list-style-type: none"> ❖ Use their phonic knowledge to write words in ways which match their spoken sounds ❖ Label pictures and items ❖ Write name accurately and from memory using capital letter ❖ Write CVC words by segmenting the sounds ❖ Compose a simple sentence orally and hold it with support ❖ Write a simple sentence ❖ Begin to use a capital letter at the start of a sentence and full stop at the end ❖ Copy write common high frequency words matched to the RWI phonic programme as they are taught ❖ Write with a purpose e.g. postcards, lists 	<ul style="list-style-type: none"> ❖ Form recognisable letters, most of which are correctly formed ❖ Write CVC, CCVC and CVCC (linked to phonics) words ❖ Compose a sentence orally and hold it, remembering what they are going to write. ❖ Write short sentences with words with known letter - sound correspondences, on occasion using a capital letter and full stop. ❖ Explore and attempt a variety of writing genres including messages, letters, information posters, basic instructions and short narratives
ELG - end of year expectation	<ul style="list-style-type: none"> ✓ Write recognisable letters, most of which are correctly formed; ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters; ✓ Write simple phrases and sentences that can be read by others. 		
I'm ready for Y1	<ul style="list-style-type: none"> ✓ Have some awareness of (and some attempts to form and write) capital letters at the beginning of sentences. ✓ Have an awareness of the purpose of full stops and question marks and how they look. ✓ Begin to extend sentence writing by creating short narratives when ready. ✓ Begin to know letter names that correspond to sounds. 		

- ✓ Show awareness of the different audiences for writing.
- ✓ Re-read writing to check that it makes sense
- ✓ Form most letters correctly according to the school policy (letterjoin print/RWI print) and begin to form some capital letters.

Mathematics - following trust written long term Maths plan. Please see Maths document for further detail

	Autumn	Spring	Summer
<p>Number and Numerical Patterns</p> <p>Shape, space and measure (no ELG)</p>	<ul style="list-style-type: none"> ❖ Reception Baseline Assessment ❖ -Getting to know you/counting songs ❖ 0 and Number 1 ❖ Number 2 ❖ Number 3 ❖ Number 4 ❖ Positional language ❖ Measurement - comparing and ordering ❖ Number 5 ❖ Number 6 ❖ Number 7 	<ul style="list-style-type: none"> ❖ Numbers 1-7 ❖ Number 8 ❖ Number 9 ❖ Patterns and relationships ❖ Number 10 ❖ Number bonds to 10 ❖ Concept of time ❖ Shapes 	<ul style="list-style-type: none"> ❖ Doubling ❖ Sharing and grouping ❖ Odd and even ❖ Number bonds (fact families) ❖ Money ❖ Numbers to 20 and beyond ❖ Ordering and comparing numbers to 20 ❖ Ordering and comparing capacity, length/height, mass ❖ Consolidation - Y1 Ready
<p>ELG - end of year expectation</p>	<p>Number</p> <ul style="list-style-type: none"> ✓ Have a deep understanding of number to 10, including the composition of each number; -Subitise (recognise quantities without counting) up to 5;- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> ✓ Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		
<p>I'm ready for Y1</p>	<p>Number</p> <ul style="list-style-type: none"> ✓ To begin to know and use the addition, subtraction and equals signs. ✓ Order and compare numbers to 20. - Begin to use a number line <p>Numerical Patterns</p> <ul style="list-style-type: none"> ✓ With growing accuracy, count to 50 beginning at 0 or 1 <p>Shape, space and measure</p> <ul style="list-style-type: none"> ✓ Begin to use language related to time 		

- ✓ Become familiar with and name some 2D shapes
- ✓ Order items according to capacity, length, height, or mass
- ✓ Begin to recognise and use some coins

Understanding the World			
	Autumn	Spring	Summer
Past and Present	<ul style="list-style-type: none"> ❖ Look at a personal family photograph of a familiar event including themselves and describe the situation and people it shows ❖ Talk about members of their immediate family and community ❖ Understand and talk about being similar and different to each other and among families and communities. ❖ Compare traditions ❖ Begin to develop positive attitudes about the differences between people. ❖ Know about some key events that happen in the autumn term, e.g. Remembrance Day, Bonfire Night or other topical events ❖ Describe events in their own home over Christmas ❖ Compare and contrast schools in different settings ❖ Talk about roles and vocations in their family 	<ul style="list-style-type: none"> ❖ Begin to make sense of their own life-story and family's history: Children can retell what their parents told them about their life story and family history in brief. ❖ Think about key roles in the family or society that their families have and how this helps to keep households or communities safe - focus on the bigger picture of the environment linked to our theme of Planet Earth ❖ Look at a childhood photograph from a parent's familiar event (birthday, Christmas, school start) - what is the same what is different to their own ❖ Children know that some things stay the same and some things change as we grow up ❖ Discuss the impact of human actions on the environment 	<ul style="list-style-type: none"> ❖ Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences ❖ Share stories from the past to compare current life to what is shown in the stories. ❖ Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc., and extend this to encompass our own personal responsibility -i.e. what we can all do to help society, again linked to protection of the environment
People culture and communities	<ul style="list-style-type: none"> ❖ Children know that there are different countries and these make up the world. ❖ Discuss differences in our community ❖ Draw information from simple maps ❖ Children are able to describe their immediate environment and are able to use new vocabulary where appropriate and draw their version of the immediate environment 	<ul style="list-style-type: none"> ❖ Look at some of the countries children have visited for holidays and settings in texts. Look at similarities and differences, use photographs to visualise this ❖ Describe similarities and differences in homes and environments 	<ul style="list-style-type: none"> ❖ Children can talk about the similarities differences they notice between people across different communities/ family groups ❖ Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places.

	<ul style="list-style-type: none"> ❖ Children begin to develop an understanding of different religious occasions from around the world. - i.e. Harvest Celebration, Diwali and Christmas ❖ To know about some key events that happen in the autumn term ❖ Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings. Children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year - i.e. Chinese New Year, Pancake Day and The Easter Story. ❖ Name places of local importance to the community, drawing on their own experiences where possible 	<ul style="list-style-type: none"> ❖ Show an understanding of different cultures ❖ Use storyboards, to understand the processes of visiting a different country. ❖ Think about key roles in the family or society that their practices throughout the curriculum at appropriate times of the year - i.e. Chinese New Year, Pancake Day and The Easter Story 	<ul style="list-style-type: none"> ❖ Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing ❖ Recognise that people have varied beliefs around the world and can begin to understand the basic differences.
<p>The natural world</p>	<ul style="list-style-type: none"> ❖ Understand the need to show respect for animals and the natural world. ❖ Identify similarities and differences in the natural world. ❖ Explore different materials. ❖ Talk about the differences between materials. ❖ Talk about growth and decay. ❖ Talk about things they have observed. ❖ Identify and name different types of weather. ❖ Explore scientific experimentations e.g. Magnets, ramps, floating etc ❖ Explore floating and sinking (primarily through CP) ❖ Talk about the different seasons. ❖ Can link different types of weather to different seasons. ❖ Understand the effect of changing seasons on the natural world. ❖ Know some domesticated/wild animal names - and the differences 	<ul style="list-style-type: none"> ❖ Draw information from simple maps e.g. land and sea. ❖ Talk about some similarities and differences between their local environment and that of other countries they come across in books. ❖ Describe what they can see, hear and feel when outside. ❖ Explore the natural world around them. ❖ Recognise some environments that are different to the one they live in including looking at plants and animals ❖ Show care and concern for living things. ❖ Talk about why some things happen e.g. melting, freezing, floating, sinking 	<ul style="list-style-type: none"> ❖ Make observations of their local area, animals and plants. ❖ Name some simple parts of plants and animals ❖ Continue to develop an understanding of changes of states such as freezing and melting. ❖ Understand changes in the natural world such as day and night. ❖ Talk /order some life cycles such as a butterfly, chick, frog etc ❖ Continue to explore floating and sinking, beginning to record observations ❖ Explore and experiment with materials and their properties. Recognise changes that take place

		<ul style="list-style-type: none"> ❖ Recognise what makes animals unique and the different skills they have ❖ Begin to name animals and their young ❖ Begin to investigate and recognise how food can change when cooked e.g. eggs, cake, bread ❖ Discuss how warm weather affects people and animals ❖ Observe patterns and colours in nature including animals 	
<p>ELG End of year expectation</p>	<p>Past and present</p> <ul style="list-style-type: none"> ✓ Talk about the lives of the people around them and their roles in society. ✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ✓ Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, culture and communities</p> <ul style="list-style-type: none"> ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ✓ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>The natural world</p> <ul style="list-style-type: none"> ✓ Explore the natural world around them, making observations and drawing pictures of animals and plants. ✓ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
<p>I'm ready for Y1</p>	<ul style="list-style-type: none"> ✓ Use vocabulary old, new, then and now, last week and yesterday correctly. ✓ Use resources linked to the past ✓ To discuss the past in more detail. ✓ Sequence at least 3 events in stories or daily routines using first, next, then etc. ✓ To begin to discuss some historical figures with relevance to special events and occasions. ✓ Observe differences between humans and natural world constructed around them. ✓ Discuss and describe their local environment including where they live and places their visit. ✓ Observe and name animals in the local habit e.g. minibeast hotel and outdoor areas. ✓ Observe and describe the natural environment around them. ✓ Describe and discuss differences between their local environment and contrasting environments in the local area and around the world. ✓ Describe and discuss changes eg seasonal changes, states of matter 		

	<ul style="list-style-type: none"> ✓ Know different ways to keep healthy ✓ Use specific vocabulary related to different scientific topics. ✓ Be able to talk about some of the celebrations and festivals they have learnt about over the year, naming some of the religions and events. 		
Computing and Technology - no ELG	<u>Take from Vert prog map - to be added to with tasks and equipment including remote controlled toys, digital cameras and codeapillar</u>		
I'm ready for Y1	<ul style="list-style-type: none"> ✓ Become familiar with a mouse and keypad ✓ Log on to a PC ✓ Be able to use technology such as an iPad, tablet or computer to access and use suitable apps or websites ✓ To give simple instructions to a programmable toy e.g. bee-bot (this could also be done through apps such as Bee-Bot and Daisy the dinosaur) 		

Expressive Arts and Design			
	Autumn	Spring	Summer
Creating with materials	<ul style="list-style-type: none"> ❖ Create pictures and models using a range of resources. ❖ Be able to talk about what they have made and why they have made it ❖ Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen. ❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects ❖ Explore materials to make sounds. 	<ul style="list-style-type: none"> ❖ Select from a growing range of media, materials and tools. ❖ Experiment with colour and texture including creating animal prints ❖ Develop their ideas using loose parts, watercolours, powder paint, play dough etc. ❖ Use language and drawings to explain their models, findings and ideas. ❖ Explore ways of joining materials for different purposes ❖ Draw with increasing complexity including beginning to add additional shapes for detail ❖ Design and create buildings using a range of media and materials including junk modelling 	<ul style="list-style-type: none"> ❖ Make use of props, materials when role-playing. ❖ Be able to talk through designs, what they have used and why they have chosen to use a resource or technique. ❖ Design and make an object and explain its function ❖ Be able to use shapes and colour to express emotions within creations ❖ Talk about their models and how improve them- ❖ Begin to draw their ideas and plans
ELG - end of year expectation	<ul style="list-style-type: none"> ✓ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form ✓ Share their creations, explaining the process they have used ✓ Make use of props and materials when role playing characters in narratives and stories 		

<p>I'm ready for Y1</p>	<ul style="list-style-type: none"> ✓ Can select and use tools for the correct purpose. ✓ Begins to make observational drawings linked to the world around with added detail. ✓ Uses more complex vocabulary such as, flexible, join, sculpt, paint, texture, stiff. ✓ Explore colour mixing from the primary colours to make new colours. ✓ To use a range of creative tools (scissors, paintbrushes, stamps, rollers etc) to create with a purpose in mind. 		
<p>Being imaginative and expressive</p>	<p>Singing/ Musical Knowledge and Skills</p> <ul style="list-style-type: none"> ❖ Know the difference between singing and shouting ❖ Join in and perform nursery rhymes ❖ Explore and play with a range of musical instruments - being able to match the sound to the instrument following play opportunities. Describe simple sounds. ❖ Listens to a range of music types - recognise that they are different <p>Dance</p> <ul style="list-style-type: none"> ❖ Copy a simple taught dance to music - watching and matching ❖ Children able to freely respond to music through dance <p>Imaginative Narrative</p> <ul style="list-style-type: none"> ❖ Join in with refrains from stories ❖ Invent narratives in the role play, small world areas and using props with peers and teachers 	<p>Singing/ Musical Knowledge and Skills</p> <ul style="list-style-type: none"> ❖ Able to sing taught songs ❖ Know which instrument to use for a desired effect - e.g. sleigh bells for Santa. ❖ Use appropriate vocabulary to describe these sounds. ❖ Able to use instruments to match a simple taught rhythm /make up own musical patterns <p>Dance</p> <ul style="list-style-type: none"> ❖ Respond to music through dance and the use of simple props (e.g. scarves, a ribbon) ❖ Children move to a beat - matching movements to the rhythm <p>Imaginative Narrative</p> <ul style="list-style-type: none"> ❖ Use role play props and small world artefacts to retell stories, narratives or experiences. ❖ Change the speed and style of their movements ❖ Talk about what they have done or observed in dance. ❖ Copy a clapping pattern ❖ Begin to compare music by the same composer and make relevant comments 	<p>Singing/ Musical Knowledge and Skills:</p> <ul style="list-style-type: none"> ❖ Build a collection of songs and dances ❖ In groups perform poems and stories to their peers ❖ Copy a simple beat pattern X X - - X - including with instruments or claps. ❖ Play an instrument to accompany their song or rhyme <p>Dance:</p> <ul style="list-style-type: none"> ❖ Able to move in time invent and adapt movements. <p>Imaginative Narrative:</p> <ul style="list-style-type: none"> ❖ Use role-play props and small world artefacts to create or adapt a narrative or story, using story language, events or refrains. ❖ As part of a group, invent or adapt a known story to create a new narrative
<p>ELG - end of year expectation</p>	<ul style="list-style-type: none"> ❖ Invent, adapt and recount narratives and stories with peers and their teacher; ❖ 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 		

***I'm ready
for Y1***

- ✓ Copy a simple beat pattern, for example XX-, XX- using untuned percussion instruments or claps.
- ✓ To invent patterns using at least one pitch sounds.
- ✓ To identify some instruments they can hear in a piece of music e.g. guitar, drum