

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C o m m u n i c a t i o n a l L a n g u a g e	R e c e p t i o n	D e v e l o p m e n t M a t h e r (R e c e p t i o n)	<p><u>Listening, Attention and Understanding</u> Children will listen carefully to a story.</p> <p>Children will ask what questions.</p> <p><u>Speaking</u> Children will know and retell 'The Little Red Hen' and other Super Six books</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different and Mummy Daddy, brother, sister, family, friends, teacher, head teacher. Also words linked to our theme Get set go... Car, truck, jeep, aeroplane, bike, train, station, garage, bus, rocket</p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p><u>Speaking</u> Children will know and retell 'Room on the broom' and other Super Six books.</p> <p>Children will know and use vocabulary linked to their theme 'Tell me a story!' including ... Rhymes, Skeleton, night time, Spider, Gruffalo, Guy Fawks, bonfire night, Fireworks nativity, Christmas, Mary, Joseph, Jesus, Bethlehem</p>	<p><u>Listening, Attention and Understanding</u> Children will talk about key events in a story.</p> <p>Children will ask when questions.</p> <p><u>Speaking</u> Children will know and retell 'Jack and the Beanstalk' and other Super Six books.</p> <p>Children will know and use vocabulary linked to their theme 'Once upon a time' and 'Down on the Farm' including... Beanstalk, giant, castle, fairy tale, story, prince, princess, Farm, animals, fields, farm house.</p> <p>Children will express ideas using past and present tense.</p>	<p><u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask where questions.</p> <p><u>Speaking</u> Children will know and retell 'Pirate Pete' and other Super Six books.</p> <p>Children will know and use vocabulary linked to their theme 'Yo ho ho' including... Pirates, Cutlass, treasure, Island, map, hook, ship, parrot, adventure, skull and crossbones.</p>	<p><u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences.</p> <p>Children will ask why questions.</p> <p><u>Speaking</u> Children will know and retell 'Dear Dinosaur' and other Super Six books.</p> <p>Children will know and use vocabulary linked to their theme 'Bumpus Jumpus Dinosaur Rumpus' including...extinct, Dinosaur names, carnivore, herbivore, reptiles, fossils, eggs, volcano, jurassic, palaeontologist, prehistoric.</p>	<p><u>Listening, Attention and Understanding</u> Children will 'hot seat' characters from a story.</p> <p><u>Speaking</u> Children will know and retell 'Commotion in the Ocean' and other Super Six books.</p> <p>Children will know and use vocabulary linked to their theme 'Rumble in the Jungle' including... Jungle, animals, insects, hot, Zoo, giraffe, seaside, sea creatures, sand, Islands, holiday, adventure.</p> <p>Children will express ideas using past and present tense.</p>
			<p><u>Listening, Attention and Understanding:</u> 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.</p> <p><u>Speaking:</u> 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.</p>					

P er s o n al , S o ci al a n d E m o ti o n al D e v el o p m e nt	R e c o m m e n d a t i o n (R e c e p t i o n)	D e v e l o p m e n t M a t e r i a l R e c e p t i o n)	<p><u>Self-Regulation</u> Children will see themselves as unique by sharing their hobbies and interests.</p> <p><u>Managing Self</u> Children will know how regular exercise is important for their health.</p> <p><u>Building Relationships</u> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><u>Self-Regulation</u> Children will know how to be helpful by taking on jobs such as serving snack and washing up art resources</p> <p><u>Managing Self</u> Children will know the school rules Children will know how healthy eating is important for their health.</p> <p><u>Building Relationships</u> Children will know how to listen to others with respect.</p>	<p><u>Self-Regulation</u> Children will know how to make the right choice and the consequences of not doing so.</p> <p><u>Managing Self</u> Children will know how regular teeth brushing is important for their health.</p> <p><u>Building Relationships</u> Children will know how to treat others in our class using statement such as 'Kind hands and kind words'.</p>	<p><u>Self-Regulation</u> Children will know the effects of their behaviour on others.</p> <p><u>Managing Self</u> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><u>Self-Regulation</u> Children will know to use strategies such as a calm corner when they are feeling upset/angry.</p> <p><u>Managing Self</u> Children will know about the importance of a good sleep routine for their health.</p> <p><u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><u>Self-Regulation</u> Children will know how to overcome challenges, using books such as Jabari jumps</p> <p><u>Managing Self</u> Children will know how to be a safe pedestrian and why this is important.</p> <p><u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
<p><u>Self-Regulation:</u> 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.</p> <p><u>Managing Self:</u> 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> <p><u>Building Relationships:</u> 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.</p>								

P h y s i c a l D e v e l o p m e n t	R e c e p t i o n	D e v e l o p m e n t M a t t e r s (R e c e p t i o n)	<p>Gross Motor Children will know how to hop, skip and jump.</p> <p>Fine Motor Children will know the correct pencil grip and posture for writing/mark making</p> <p>Children will know how to correctly form the letters m,a,s,d.</p> <p>Children will know how to use more than one tool to make marks</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper</p> <p>Children will know how to do up and undo zips</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p>Gross Motor Children will know how to balance on apparatus and create different body shapes</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines and shapes.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Fine Motor Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls. They will know how to move through water.</p> <p>Fine Motor Children will know how to thread and sew.</p> <p>Children will know how to correctly form capital letters.</p>
			<p>Gross Motor: 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.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					

Literacy	R e c e p t i o n	D e v e l o p m e n t M a t t e r (R e c e p t i o n)	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds s, a, t, p, l, n, m, n, d, g, o, c, k, ck, e, u, r</p> <p>Children will hear and identify initial sounds in words.</p> <p><u>Writing</u> Children will know how to correctly form the letters m a s d</p> <p>Children will know how to write their name.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds h, b, f, ff, l, ll, ss, j, v, w, x, y, z</p> <p>Children will blend known sounds in words.</p> <p>Children will know red tricky words the he l she is to go of as we are you into</p> <p><u>Writing</u> Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds zz, qu, ch, th, sh, ng, nk, ai, ee</p> <p>Children will blend known sounds in words.</p> <p>Children will know red tricky words be his me no so has do her</p> <p><u>Writing</u> Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds igh, oa, oo (short), oo (long), ar</p> <p>Children will blend known sounds in words.</p> <p>Children will know red tricky words my by ask her our says they said was were put all there like</p> <p><u>Writing</u> Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds or, ur, ow, oi, ear</p> <p>Children will blend known sounds in words.</p> <p>Children will know red tricky words here where today when what come some push pull friend school out</p> <p><u>Writing</u> Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds air, ure, er</p> <p>Children will know red tricky words one once your love house full little</p> <p><u>Writing</u> Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
			<p><u>Comprehension:</u> 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.</p> <p><u>Word Reading:</u> 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.</p> <p><u>Writing:</u> 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.</p>					

M a t h s	R e c e p t i o n	D e v e l o p m e n t M a t t e r s (R e c e p t i o n)	<p>Number Children will represent, compose and compare numbers to 3.</p> <p>Numerical Patterns Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Number Children will represent, compose and compare numbers to 5.</p> <p>Numerical Patterns Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p>Number Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Numerical Patterns Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p>Number Children will know number bonds to 5.</p> <p>Numerical Patterns Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p>Number Children will know $5+5=10$, $0+10+10$.</p> <p>Children will count forwards and backwards within 10.</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p>Number Children will double within 10.</p> <p>Numerical Patterns Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
			<p>Number: 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> <p>Numerical Patterns: 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>					

U n d e r s t a n d	R e c e p t i o n	H i s t o r y	<p>Past and Present Children will know how they have changed from being a baby to being 4/5.</p>	<p>Past and Present Children will explore images, stories and artefacts from the past.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p>Past and Present Children will look at images of buildings from the past and identify similarities and differences.</p>	<p>Past and Present Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now.</p>	<p>Past and Present Children will know who Mary Anning is and why she is important.</p> <p>Children will know how we know about the past</p>	<p>Past and Present Children will know who David Attenborough is and why he is important.</p> <p>Children will look at images of seaside holidays from the past and present and identify similarities and differences.</p>
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i n g t h e W o r l d	D e v e l o p m e n t M a t t e r s (R e c e p t i o n)	G e o g r a p h y	<u>People, Culture and Communities</u> Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world.	<u>People, Culture and Communities</u> Children will know how people in different countries celebrate Christmas. Children will know that Meldreth is in England. Children will identify typical weather in Autumn	<u>People, Culture and Communities</u> Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Winter.	<u>People, Culture and Communities</u> Children will identify typical weather in Spring.	<u>People, Culture and Communities</u> Children will know that we do not have certain animals in England and will compare with Africa. Children will know that we can only grow certain fruit/vegetables in England.	<u>People, Culture and Communities</u> Children will identify similarities and differences between life in Meldreth and life in a different country. <i>Link to animals focus</i> Children will identify typical weather in Summer.
		S c i e n c e	<u>The Natural World</u> Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will melt and solidify different substances such as chocolate and butter.	<u>The Natural World</u> Children will know that there are 8 planets in the solar system. Children will know that this time of year is Autumn	<u>The Natural World</u> Children will know that this time of year is Winter. Children will explore the strength of materials to make a house for the 3 Little Pigs.	<u>The Natural World</u> Children will know what material a magnet picks up Children will identify plastic and metal Children will know the life cycle of a chick. Children will know that this time of year is Spring. Children will know how to care for a plant.	<u>The Natural World</u> Children will know the names of the 4 seasons and weather associated with them. Children will explore floating and sinking. Children will observe how a tree has changed over the 4 seasons.	<u>The Natural World</u> Children will know that this time of year is Summer. Children will know that some animals can live underwater.
		R E	<u>People, Culture and Communities</u> Children will know what is special to them and their families.	<u>People, Culture and Communities</u> Children will know the story of Diwali. Children will know the Christian Christmas story.	<u>People, Culture and Communities</u> Children will know what a wedding is and some ways they are celebrated. Children will know how Lunar Year is celebrated.	<u>People, Culture and Communities</u> Children will know the Easter story. Children will know Ramadan is a festival	<u>People, Culture and Communities</u> Children will name and explain the purpose of a church.	<u>People, Culture and Communities</u> Children will know what the bible is.
		C o m p u t i n g	Children will know how to use a programme to draw	Children will know how to access purple mash	Children will know how to use a trackpad to move a cursor.	Children will know how to use an ipad to take photos	Children will know how to programme a beebot.	Children will know how to ask google a question using dictation.

Past and Present: 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.

People, Culture and Communities: 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, nonfiction texts and (when appropriate) maps.

The Natural World: 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.

Reception - Development Mates (R)	Musical	<p>Being Imaginative Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Cauliflowers Fluffy - Hello nice to meet you - Pat a cake - this old man - 1,2,3,4,5, once I caught... 	<p>Being Imaginative Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Away in a Manger- - I'm a little tea pot -Twinkle twinkle Gran old duke of york <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p>	<p>Being Imaginative Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - When Goldlocks went to the house of the bears - 5 little monkeys - wind the bobbin up - Head's shoulders, knees & toes. <p>Children will know how to tap/clap along to a rhythm.</p>	<p>Being Imaginative Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - A sailor went to sea, sea, sea - Old McDonald - Row tow row your boat - Incy wincy soider <p>Children will experiment with different ways of playing instruments.</p> <p>Children will join in with choreographed dances.</p>	<p>Being Imaginative Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Here we go round the mulberry bush - - Mary, Mary Quite Contrary - the wheels on the bus. - Baa Baa Black sheep <p>Children will know how to match a pitch.</p>	<p>Being Imaginative Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - I went to the animal fair - - The animals went in two by two <p>Children will know perform their own dances using steps and techniques that they have learned.</p>
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ec ep tio n)	Art and Desi gn	<p>Creating with Materials Children will experiment with mark making. They will know about and use more than one tool for this.</p> <p>Children will use natural materials to create pictures/objects (mud pictures/leaf hats/instruments)</p> <p>Children will know how to make treasury tag join.</p> <p>Children will know how to use mark making to create in the style of Paul Klee</p>	<p>Creating with Materials Children will know how to mould clay.</p> <p>Children will know which glue or tape to use for their chosen purpose. They will know how to make the flange join to join</p> <p>Children will create transient outside art- leaf pictures, ice art)</p> <p>Children will know how to mix primary colours to make secondary colours using poster paints.</p>	<p>Creating with Materials Children will know how to make 2D collages.</p> <p>Children will explore and make art in the style of Kandinsky</p> <p>Children will use natural resources to create recognisable pictures, including texture</p> <p>Children will know how to make an I-brace join.</p> <p>Children will know how to draw or create a person – head, body, arms, legs and facial features.</p>	<p>Creating with Materials Children will know how to use and mix watercolour paints.</p> <p>Children will know how to use different techniques to make 3D collages and sculptures</p> <p>Children will use an increased range of natural resources in their creations</p> <p>Children will know how to make a slot join.</p>	<p>Creating with Materials Children will know how to make a mono print.</p> <p>Children will show control in using a range of tools to crate still life</p> <p>Children explore and create art in the style of Joan Miro</p> <p>Children will use a range of natural resources to create large scale art work</p> <p>Children will make accurate facial representations using a range of resources</p> <p>Children will know how to make a tab join.</p>	<p>Creating with Materials Children will know how to make different shades of the same colour. Children will recognise shades of the same colour</p> <p>Children will know how to make a split pin join.</p> <p>Children will know how to sew to join.</p> <p>Children explore and create art in the style of Antoni Gaudi</p>
<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>							