



## Shortlanesend School, where our children ‘Smile, learn and excel!’

### Tamar Class - Reception and Year 1 Mixed Long Term Plan 2024/25

Shortlanesend School, will be a place where children’s individual needs and abilities will be recognised and nurtured, their successes acknowledged and celebrated.

Shortlanesend is a place where children are happy, confident and secure, valued and listened to, where they can be excited and challenged in an environment that promotes learning at all levels. We aim to guide our children through our values smile-learn-excel and create a secure foundation that their learning can be built upon in a

Prime Areas	A Unique Child	Positive Relationships	Enabling Environments and Adult Support	Learning and Development	Creating and Thinking Critically	Active Learning	Playing and Exploring
	Communication and Language						
	Listening, attention and understanding		Speaking				
	Personal and Social Development						
	Self-Regulation		Managing Self	Building Relationships			
	Physical Development						
	Gross Motor Skills		Fine Motor Skills				
<b>Literacy</b> Comprehension Word reading Writing		<b>Maths</b> Number Numerical patterns	<b>Understanding of the world</b> Past and present People Culture and Communities The Natural World	<b>Expressive Arts and Design</b> Creating with materials Being Imaginative & Expressive.			
Specific Areas							




At Shortlanesend, we recognise the importance of a strong partnership between parents, carers and staff at school. This is an essential ingredient to every child’s success and we encourage parents to contribute to their child’s development by sharing with their child’s learning journey in person, social media, via Tapestry, reading regularly at home and attending vital parent meetings (for example phonics or progress meetings).



## Mixed Reception & Year 1 Long Term Plan

**Key: Reception Year 1 All**

	<u>Autumn 1</u> <u>Me and My</u> <u>local area</u>	<u>Autumn 2</u> <u>Let's Celebrate</u>	<u>Spring 1</u> <u>Wonderful</u> <u>World</u>	<u>Spring 2</u> <u>Come outside</u>	<u>Summer 1</u> <u>We've grown a</u> <u>beanstalk</u>	<u>Summer 2</u> <u>The seaside</u> <u>past and</u> <u>present</u>
<b>Potential Themes/ Interests of children</b>	Starting School Autumn / Halloween Family / Home Our Community People who help us The local Area	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Winter Farms / Local Area / The wider world. Chinese New Year Big School's bird watch	Life cycles Outdoors Gardening and flowers Spring Easter	Traditional tales Jack and the Beanstalk Garden Centres	Summer Victorian seaside Rock pools Mermaids / Pirates Seaside
<b>Possible Celebrations &amp; Experiences</b>	Class rules and routines Starting School, Halloween, Autumn, Black History Month, Fire service visit	Birthdays, Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, Pancake Day, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, World Art Day, Easter, International Women's Day Earth Day, St Piran's Day	People who help us Travel and Transport Summer World Bee Day	Father's Day , Sports Day, Transition, Assessments, Visit to the Seaside, Beach safety, lifeguards, weather
<b>Enrichment Activities and In and out Days:</b>	*Autumn Trail-walk *Black History Month (October) *Diwali *Making soup/bread *Harvest Festival *Read a book day 6th Sept	*Nursery Rhyme Week *Christmas performance *Remembrance Day *Halloween *Bonfire Night (Firefighter visit) *Food tasting from different cultures *Hannukah *Cooking on the fire	*Community Heroes' Day *Chinese New Year parade *New Year Calendars *Winter Weather changes *National Storytelling week *Pancake Day	*World Book Day *Easter Bonnet Parade *St Piran's Day *Tadpoles *Growing flowers *Vegetable patch in secret garden *Cress heads *Spring walks *Cooking healthy foods *Visit to Nancarrow Farm	*National Storytelling Week *Fairtrade Day *Visit from key workers-police,/vet	*Beach Trip *Water Day *Lifeguard/Coastguard visit *Beach/Water safety *World Music Day *Father's Day *Ice cream at the park *Rock Pool Road show *Singing sea shanties

<p><b>Suggested Texts – Fiction and Non-Fiction</b> *See Separate book spine for in-depth texts.</p>						
<p><b>Drawing Club (Writing from a Text) books/animations and tales</b></p>	<p>The colour monster goes to school The little red hen Wacky Races Meg and Mog The Magic porridge pot Popeye</p>	<p>Not now Bernard The Billy Goat’s Gruff Bananaman meets Dr Gloom Hairy Toe Jack and the Beanstalk Road Runner</p>	<p>Are the Dinosaurs Dead? Chicken Licken Pink Panther The Giant Jam Sandwich Goldilocks Trap Door - Breakfast</p>	<p>Where the wild things are Gingerbread Man The Gigantic Turnip Katie and the Sunflowers It starts with a seed Sunflower shoots and muddy boots</p>	<p>Cindergorilla Hansel &amp; Gretel Batfink The Troll The magic paintbrush Williow the wisp</p>	<p>Look what I found a the seaside White hen and the fox Captain pugwash Monsters ahoy When Jelly had a wobble Flotsam The magic roundabout</p>
<p><b>Key Questions/ learning</b></p>	<p>Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Where do I live? What is the name of my town? What do I live in? (House, flat, bungalow etc.) Who can help me? What are senses? What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts.</p>	<p>What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Let’s explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, and Bonfire Night. Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night,</p>	<p>What is the world? What is a map/globe? What is the blue? What is the green? What country do I live in? What do homes look like in different parts of the world? Do all homes look like mine? What is the weather like in different countries? What do people wear in hot/cold countries? What is a town/street/city/country? Which country do I live in? Where is my country on a map/globe? What are the other countries called? Are all countries the</p>	<p>What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them? What is a season? How is Spring different to other seasons? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle?</p>	<p>What is a book? How do I handle books carefully and look after them? What is a story? How can I listen carefully to a story? Can I use pictures to help me tell a story? Can I act out a story? Can I use props to help me retell a story? Can I sequence a story? What is my favourite story? Can I use books to help me find out information? What is a traditional tale? What are characters? Are all characters the same?</p>	<p>What is the beach? What are shells? What lives in rock pools? What is the sea? What is water? Where does it come from? Why and how do people travel on the sea? Why and how do people travel under the sea? What lives under the sea? What do I already know about the sea? What would I like to find out? How can I find out this information? What could I find under the sea? Are there only sea creatures or other</p>

	How do we use our senses?	Remembrance Day, Diwali, and Christmas. Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)	same? Look at differences – rainforests/deserts/Antarctica Which animals live in which countries?	What is a minibeast? How can I find out more about them? How many minibeast can I find?	How do the characters feel in the different stories? What is a setting? Are all settings the same? What is the beginning, middle, end of a story? What were stories like many years ago? Can I retell a story in my own words? Can I make up my own story and write it?	things? (Seaweed, shipwrecks etc.). What could I learn about sea creatures? Are they all the same? How are they different? Who uses the sea? (Past and present (sailors, pirates etc.). How can I help look after the sea?
<b>Vocabulary</b>	Myself, family, parents, same, different, special, friend, body, house, home, job, helper, senses. Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste.	Celebrate, birthday, party, marry, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together, Baptise, christening, tradition, anniversary, wedding, carnival, event, festival	Live, home, house, bungalow, flat, town, country, earth, world, map, globe, land, sea, weather, hot, cold, sun, rain, wind, snow, Street, city, community, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons	Spring, new life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate	Story, book, page, cover, title, author, illustrator, letters, words, pictures, listening, first, next, last Traditional tale, structure, beginning, middle, end, character, setting, narrative, hero, villain	Water, rain, sea, land, beach, shell, rock pool, fish, fins, gills, seahorse, shark, octopus, boat, submarine Ocean, habitat, tide, coast, pollution, environment, recycle, pirate, lifeguard, coastguard
<b>Enhanced Provision Ideas</b>	<ul style="list-style-type: none"> <li>• Mark-making (faces, names)</li> <li>• Paper plate faces – use mirrors to look at my different features</li> <li>• Painting self-portraits, looking closely at my features</li> <li>• Playdough faces</li> <li>• Loose part faces</li> <li>• Collage names</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn walk – collect leaves, take pictures, walk through crunchy leaves</li> <li>• Leaf rubbing</li> <li>• Make a stick man</li> <li>• Pumpkin exploration</li> <li>• Firework pictures, make the sounds</li> <li>• Dance like firework</li> <li>• Remembrance Day - make poppies, poppy printing (apples)</li> </ul>	<ul style="list-style-type: none"> <li>• Role play pancakes/frying pans in home corner</li> <li>• Lemon bubbles – mixing and making bubbles – whisking, filling pouring, pipettes</li> <li>• Decorate house numbers</li> <li>• Globes - paper plates</li> <li>• ice exploration – free the trapped animals</li> </ul>	<ul style="list-style-type: none"> <li>• Spring colouring – flowers/birds</li> <li>• Take photos of signs of spring</li> <li>• Observational drawing – Daffodils</li> <li>• Tissue paper sunflowers</li> <li>• Blossom tree painting – cotton buds</li> <li>• Make bird feeders</li> <li>• Bird watching – binoculars</li> </ul>	<ul style="list-style-type: none"> <li>• golden eggs collage</li> <li>• make a castle</li> <li>• make a cloud</li> <li>• unifix measure beanstalks &amp; giant feet</li> <li>• Duplo beanstalks</li> <li>• junk modelling pig and wolf characters</li> <li>• construction – using different materials to build houses</li> <li>• What's the time Mr. Wolf?</li> </ul>	<ul style="list-style-type: none"> <li>• Shell sorting (bumpy/smooth)</li> <li>• Counting shells – pics of numbered buckets</li> <li>• Make a rock pool</li> <li>• Starfish/crab/anemone one craft</li> <li>• Balancing pebbles</li> <li>• Wave patterns in various media</li> <li>• Salt &amp; water experiment</li> </ul>



	<ul style="list-style-type: none"> <li>• Footprints and handprints – compare sizes</li> <li>• Sensory exploration – textures, sounds, tasting, smells</li> <li>• Junk model houses</li> <li>• Large body collage – add labels</li> <li>• Draw around each other with chalk/bricks</li> <li>• Work based around ‘My class is a family’ e.g. lolly stick houses and drawings of my family and my class</li> </ul>	<ul style="list-style-type: none"> <li>• Party Role Play – make decorations</li> <li>• Decorate birthday cakes</li> <li>• Playdough cakes and candles</li> <li>• Rangoli patterns</li> <li>• Diwa lamps</li> <li>• Santa’s workshop role play</li> <li>• Christmas activities</li> <li>• Diwali Party</li> <li>• Letters delivered to Santa</li> <li>• Building Santa’s sleigh</li> </ul>	<ul style="list-style-type: none"> <li>• Craft - animals living in Iceland</li> <li>• Craft - African animals</li> <li>• Creating a bag for Sunny the meerkat</li> <li>• Chinese writing and numbers</li> <li>• Making a Chinese lantern</li> <li>• Making a boat / vehicle.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic garden birds – names and differences</li> <li>• Plant seeds</li> <li>• Beanstalk leaves to make a giant beanstalk</li> <li>• Bean sorting/counting</li> <li>• Bug hunt</li> <li>• Make a bug house</li> <li>• Wormery</li> <li>• Butterfly paintings – folding printing</li> <li>• Measuring growth of sunflowers</li> <li>• Lifecycles sorting and matching</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own troll</li> <li>• Construction – using different materials to build bridges</li> <li>• Lolly stick rafts for goats</li> <li>• Grow real grass</li> <li>• Fork painting – brown bears</li> <li>• Colour sorting bears</li> <li>• Teddy Bears picnic</li> <li>• Size sorting objects</li> <li>• Collage ducks with feathers</li> <li>• Paper plate swans</li> <li>• Mark making with feathers</li> <li>• Make porridge</li> <li>• Make gingerbread men</li> <li>• Make bread</li> <li>• Exploring size and large objects the giant used</li> </ul>	<ul style="list-style-type: none"> <li>• Make boats – pool noodle</li> <li>• Floating/sinking</li> <li>• How many bears can you put in your boat before it sinks</li> <li>• Cardboard fish to decorate</li> <li>• Bubble wrap fish printing</li> <li>• Pattern fish with stamps</li> <li>• Sea creature stampers</li> <li>• Exploring patterns and creating my own</li> <li>• Different textures</li> <li>• Kim’s Game with sea creatures</li> <li>• Make sea creatures – jellyfish, shark, lobster etc.</li> <li>• Cheerio octopus</li> <li>• Animal sort – land or sea?</li> </ul>
<b>Parental Involvement</b>	<ul style="list-style-type: none"> <li>• Welcome Meeting</li> <li>• Phonics Information Evening</li> <li>• Tapestry Learning Journeys.</li> <li>• All about me box / Show and tell box</li> </ul>	<ul style="list-style-type: none"> <li>• Family celebration photos shared in school.</li> <li>• Parents talking about the celebrations they have.</li> <li>• Parents Evenings</li> <li>• Christmas Nativity</li> <li>• Reading Cafe</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics Meeting</li> <li>• Tapestry Learning Journeys.</li> <li>• WOW moments shared on social media</li> <li>• Parents reading stories in school.</li> <li>• Book looks for parents to see children’s work.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeds sent home for parents to plant with their children</li> <li>• Parent Evenings</li> <li>• Easter Bonnet parade.</li> <li>• Tapestry Learning Journeys</li> <li>• Reading Cafe</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Tapestry learning journeys</li> </ul>	<ul style="list-style-type: none"> <li>• WOW moments shared</li> <li>• Reports</li> <li>• Leavers Celebrations Assembly</li> <li>• Family BBQ</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents reading stories in school</li> <li>• WOW moments shared</li> </ul>					
<b>The Unique Child Overarching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong and positive partnerships, between all staff, parents and carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone- embrace each community.</p> <p><b>Enabling Environments:</b> Children learn and develop well in a safe and secure environment where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates and we must be aware of children who need greater support than others.</p> <p><b>Play:</b> We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and taking part in play which is guided by adults.</p> <p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					
<b>CoEL</b>	<p><b>Playing and Exploring:</b> I can explore and plan my ideas, I can try new activities based on my interests, and I can make independent choices.</p> <p><b>Active Learning:</b> I keep trying, I achieve my goals, and I am beginning to correct my mistakes by myself.</p> <p><b>Creating and Thinking Critically:</b> I can make links between ideas; I can check my progress and see how well I am doing; I have my own ideas.</p>					
<b>British Values</b>	<p><b>Mutual Respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. This is covered through the topic of celebrations.</p>	<p><b>Rule of Law</b> We all know that we have rules in school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when necessary. Know class rules.</p>	<p><b>Individual Liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap of all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity in the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

<b>Assessment opportunities</b>	Teacher Baseline Assessment data on entry. National Baseline data by the end of term. Read Write Inc Phonics Assessments. EYFS team meetings.	Ongoing assessments. Pupil progress meetings. Parent's Evening. EYFS team meetings. School moderation. Phonics Assessments. End of term assessments.	Projections for achieving GLD in June. EYFS team meetings. Phonics Assessments. Ongoing assessments. Pupil progress meetings.	Pupil progress meetings. EYFS team meetings. Phonics Assessments. Ongoing assessments. Pupil progress meetings. End of term assessments.	Pupil progress meetings. EYFS team meetings. Phonics Assessments. Ongoing assessments.	EYFS team meetings. Phonics Assessments. Pupil progress meetings. End of term assessment data. EoY data to C Council.
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	<u>Autumn 1</u> <u>Me and My local area</u>	<u>Autumn 2</u> <u>Let's Celebrate</u>	<u>Spring 1</u> <u>Wonderful World</u>	<u>Spring 2</u> <u>Come outside</u>	<u>Summer 1</u> <u>We've grown a beanstalk</u>	<u>Summer 2</u> <u>The seaside past and present</u>
<b>Makaton</b> To be used as a whole class approach and support those with SPLD.	<b>Makaton signs:</b> Thank you Hello Sit down Drink Home	<b>Makaton signs:</b> Good morning Book baby Lunch/eat	<b>Makaton signs:</b> Mum Dad Brother Sister Play	<b>Makaton signs:</b> Dance Toilet Yes No Outside	<b>Makaton signs:</b> Sorry Sleep Finished Look Help	<b>Makaton signs:</b> More Less Little Big

We use WellComm in Nursery and Reception to identify all children's needs within their language and understanding and use this to provide both whole setting activities and individual targeted intervention when there is a need identified.

The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich language of vocabulary and language structures.

<b>(Reception) Communication and Language:</b>  Listening	<b>Reception:</b> -Children are beginning to listen to other children in their setting. -They listen during story time and show an	<b>Reception:</b> -Children are listening more on the carpet and when being spoke to by their teacher and peers. -Children continue to	<b>Reception:</b> -Children's listening skills are continuing to develop and they are listening in lots of different situations	<b>Reception:</b> -Children listen when both in and out of school and pay attention to the person talking.	<b>Reception:</b> -Children's listening skills continue to develop, they can listen in a range of situation and can	<b>Reception:</b> -Children show good listening skills and can listen to one another, adults and new
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<p>Attention</p> <p>Understanding</p> <p>Speaking</p>	<p>interest in the books being read.</p> <p>-Children sit on the carpet and show some attention – this may only be for a short time.</p> <p>-Children can pay attention to one thing at a time.</p> <p>-Children following simple 1 step instructions.</p> <p>-Children understanding appropriate ‘why’ questions.</p> <p>-Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems.</p> <p>-Children speak to the adults and children in the class, they talk to other children during their play.</p>	<p>listen to new stories that are shared with them.</p> <p>-Children paying more attention on the carpet and during guided tasks.</p> <p>-Children understanding why they need to pay attention.</p> <p>-Children following clear instructions with 2 parts.</p> <p>-Children using expression to communicate meaning.</p> <p>-Children starting conversations and speaking to familiar adults.</p> <p>-Children taking turns and telling past events.</p> <p>-Children learning about rhyme and alliteration.</p>	<p>such as carpet time, assembly, phonics and other lessons.</p> <p>-Children showing a good level of attention and concentration. - Children being attentive during classroom tasks – both guided and independent.</p> <p>-Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said</p> <p>-Children using talk to pretend play.</p> <p>-Children explaining things through speech.</p> <p>-Children describing things through speech.</p> <p>-Children talking in the past tense.</p>	<p>-When out of school they know it is important to listen to keep safe – such as cars or Stanger danger.</p> <p>-Children can maintain attention in different contexts.</p> <p>-Children show attention to both peers and adults.</p> <p>-Children asking questions to clarify understanding and confirm knowledge. - Children showing a good understanding of texts that have been read to them through their recall.</p> <p>-Children using talk to clarify their thinking and ideas.</p> <p>-Children speaking in well-formed sentences.</p> <p>-Children using speech to reason and problem solve.</p> <p>-Children verbally telling stories.</p>	<p>listen while taking part in a guided task while remaining on task.</p> <p>-Children are developing their attention skills to both listen and continue with an activity.</p> <p>-Children following clear instructions with 3 parts.</p> <p>-Children using new knowledge and vocab in conversation and play. -Children showing an understand questions through their talk and actions.</p> <p>-Children explaining how things work, what has happened and why.</p> <p>-Children solving problems, reasoning with others and fixing friendship issues through speech.</p> <p>-Children adding detail to their sentences.</p> <p>-Children describing things that have happened in their life to others.</p>	<p>people with great skill.</p> <p>-Children attend to others in play.</p> <p>-Children show good levels of attention during learning tasks.</p> <p>-Children can retell a story showing a good understanding. - Children understanding and using a large number of words and new vocabulary in their conversations and during discussions</p> <p>-Children creating an imaginary story of their own in play.</p> <p>-Children speak clearly in well-formed sentences.</p> <p>-Children using new vocabulary in different contexts.</p> <p>-Children use past, present, and future tenses in conversation with peers and adults.</p>
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<p><b>(Year 1) Speaking and Listening (Literacy):</b></p>	<p><b>Year 1:</b> -Children expressing their feelings. -Children role-playing either in provision or as part of a lesson. -Children being taught new specific vocabulary.</p>	<p><b>Year 1:</b> -Children being taught and using new specific vocabulary -Children being encouraged to ask questions to extend knowledge.</p>	<p><b>Year 1:</b> -Children encouraged to roleplay and improvise ideas. - Children encouraged to build on others contributions during discussions.</p>	<p><b>Year 1:</b> -Children retelling stories through performance. -Sharing feelings and thoughts about characters and stories.</p>	<p><b>Year 1:</b> -Recognising different types of texts and identifies different features. -Using clear language when speaking and good interaction skills.</p>	<p><b>Year 1:</b> -Children asking relevant questions to extend their understanding and knowledge.</p>
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Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p><b>(Reception) Personal, Social and Emotional taken from SCARF</b> Self-Regulation Managing Self Building relationships</p> <p><b>(Year 1) Personal, Social and Emotional</b></p>	<p><b>Reception:</b> <b>Me and My Relationships:</b> Marvellous Me! I’m Special! People who are special to me Who can help me? My feelings My feelings (2)</p> <p><b>Year 1:</b> <b>Me and My Relationships:</b> <a href="#">Why we have classroom rules</a></p>	<p><b>Reception:</b> <b>Valuing Difference</b> I’m special, You’re special Same and different Same and different families Same and different homes I am caring I am a friend</p> <p><b>Year 1:</b> <b>Valuing Difference</b> <a href="#">Same or different?</a> <a href="#">Unkind, tease or bully?</a> <a href="#">Harold's school rules</a></p>	<p><b>Reception:</b> <b>Keeping Safe</b> What’s safe to go onto my body Keeping myself safe – what’s safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p><b>Year 1:</b> <b>Keeping Safe</b> <a href="#">Super sleep</a> <a href="#">Who can help? (1)</a> <a href="#">Good or bad touches?</a></p>	<p><b>Reception:</b> <b>Rights and Respect</b> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money</p> <p><b>Year 1:</b> <b>Rights and Respect</b> <a href="#">Harold has a bad day</a> <a href="#">Around and about the school</a></p>	<p><b>Reception:</b> <b>Growing and Changing</b> Seasons Life stages – plants, animals and humans Life stages: human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – boys and girls.</p> <p><b>Year 1:</b> <b>Growing and Changing</b> <a href="#">I can eat a rainbow</a> <a href="#">Eat well</a></p>	<p><b>Reception:</b> <b>Being My Best</b> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night’s sleep</p> <p><b>Year 1:</b> <b>Being My Best</b> <a href="#">Healthy me</a> <a href="#">Then and now</a> <a href="#">Taking care of a baby</a></p>
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<b>taken from SCARF</b>	<a href="#">How are you listening?</a> <a href="#">Thinking about feelings</a> <a href="#">Our feelings</a> <a href="#">Feelings and bodies</a> <a href="#">Good friends</a>	<a href="#">It's not fair!</a> <a href="#">Who are our special people?</a> <a href="#">Our special people</a> <a href="#">balloons</a>	<a href="#">Sharing pictures</a> <a href="#">What could Harold do?</a> <a href="#">Harold loses Geoffrey</a>	<a href="#">Taking care of something</a> <a href="#">Harold's money</a> <a href="#">How should we look after our money?</a> <a href="#">Basic first aid</a>	<a href="#">Harold's wash and brush up</a> <a href="#">Catch it! Bin it! Kill it!</a> <a href="#">Harold learns to ride his bike</a> <a href="#">Pass on the praise!</a> <a href="#">Inside my wonderful body!</a> <a href="#">(OPTIONAL)</a>	<a href="#">Who can help? (2)</a> <a href="#">Surprises and secrets</a> <a href="#">Keeping privates private</a>
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Physical activity is vital in children's all round development, enabling them to pursue, happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance and spatial awareness, co-ordination and agility. Gross motor skills provide the foundation by developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye-co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<b>PE Scheme: Get Set 4 PE</b>	<p><b>Reception:</b> <b>Introduction to PE: Unit 1</b></p> <p>To learn the basic principles of a PE session such as finding a space, freezing on command, using, and sharing equipment and working individually, with a partner and group. To take part in activities which develop fundamental movement skills such as running, jumping, and skipping.</p>	<p><b>Reception:</b> <b>Introduction to PE: Unit 2</b></p> <p>To explore structured movement through the topic of 'everyday life'. To recap basic principles from Unit 1 and continue to take part in activities which develop fundamental movement skills such as running, jumping, and skipping. To play games to understand and use rules.</p>	<p><b>Reception:</b> <b>Dance: Unit 1</b></p> <p>To develop expressive movement. To explore space and use it safely. To explore travelling movements, shapes and balances. To choose actions as a response to stimulus. To be given opportunities to copy, repeat and remember actions. To introduce counting to help keep in time with music. To perform to others and provide simple feedback. Gymnastics: Unit 1 To develop basic</p>	<p><b>Reception:</b> <b>Dance: Unit 2</b></p> <p>To develop expressive movement. To explore and use space safely. To explore travelling actions, shapes and balances To choose actions in response to a stimulus. To copy, repeat and remember actions. To continue to count to help keep in time with the music. To explore dance through the world around them. To perform to others and provide simple feedback. Gymnastics: Unit 2 To develop basic</p>	<p><b>Reception:</b> <b>Games: Unit 1</b></p> <p>To develop an understanding of playing games. To practice and further develop fundamental movement skills through games. To learn to play by the rules, work with a partner and begin to understand what a team is, as well as learn how to behave when winning and losing. Ball skills: Unit 1 To develop fundamental ball skills such as rolling and receiving a ball,</p>	<p><b>Reception:</b> <b>Games: Unit 2</b></p> <p>To practice and further develop fundamental movement skills. To learn and develop these skills through a variety of games. To learn how to work as a team, take turns, keep the score against an opponent and play by the rules. Ball skills: Unit 2 To develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball,</p>
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	<p><b>Year 1:</b> Fundamentals Dance Athletics Striking and fielding games</p>	<p><b>Year 1:</b> Yoga Gymnastics</p>	<p>gymnastic skills by creating shapes, balances, and jumps. To begin to develop rocking and rolling. To show an awareness of space and how to use it safely to perform basic skills on both floor and apparatus. To copy, create, remember, and repeat short sequences. To begin to understand using levels and directions when travelling and balancing.</p> <p><b>Year 1:</b> Team building Target games</p>	<p>gymnastic skills by exploring and creating shapes and balances, jumps and rolls. To develop an awareness of space and how to use it safely. To perform basic skills on both floor and apparatus. To understand and use levels and directions when travelling and balancing.</p> <p><b>Year 1:</b> Net and Wall games Sending and receiving</p>	<p>throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. To develop fine and gross motor skills through a range of game play using a variety of equipment. To work independently and with a partner.</p> <p><b>Year 1:</b> Ball skills Invasion Games</p>	<p>bouncing and catching a ball. To develop fine and gross motor skills through a range of game play with balls.</p> <p>To work independently and with a partner to develop decision making and using simple tactics.</p> <p><b>Year 1:</b> Athletics</p>
<p><b>(Reception)</b> <b>Physical Development</b> <b>Gross Motor Skills</b></p>	<p><b>Reception:</b> -Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. -Begin to safely use tools and equipment.</p>	<p><b>Reception:</b> -Begin to develop overall body; strength, balance, co-ordination, balance and agility. -Experiment moving in different ways.</p>	<p><b>Reception:</b> -Continue to develop overall body strength, balance and coordination. -Developing in ability when dancing to music.</p>	<p><b>Reception:</b> -Negotiates space successfully and can adjust speed and direction. -Showing increasing control with a ball.</p>	<p><b>Reception:</b> -Using equipment safely with consideration to others. -Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Reception:</b> -Negotiate space and obstacles safely. -Show strength, balance and coordination when playing. -Move energetically in a range of different ways.</p>

<b>(Reception)</b> <b>Physical Development</b> Fine Motor Skills	<b>(Year 1)</b> <b>Handwriting Development</b>	<b>Reception:</b> -Children using pencils and other equipment comfortably for them. -Children making snips in paper either using one hand or two.	<b>Reception:</b> -Children continuing to develop their fine motor skills. -Children beginning to learn correct letter formations and use these in their writing.	<b>Reception:</b> -Developing an effective pencil grip. -Developing skill when using tools including scissors.	<b>Reception:</b> -Children forming recognisable letters with an effective pencil grip.	<b>Reception:</b> -Confidently using scissors and small tools. -Beginning to use a tripod grip to draw and write accurately.	<b>Reception:</b> -Children using the tripod grip. -Using a range of small tools. -Showing accuracy when drawing.
	<b>Year 1:</b> Begin to form letters correctly: Ladder Letter formation	<b>Year 1:</b> Begin to form letters correctly: One-Armed robot letter formations	<b>Year 1:</b> Begin to form letters correctly: Curly Caterpillar letter formations	<b>Year 1:</b> Begin to form letters correctly: Zig-zag monster letter formations	<b>Year 1:</b> Begin to form letters correctly: Capital letter formations Form digits correctly	<b>Year 1:</b> Begin to form letters correctly: Development of letter joins for Year 2.	

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with the children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

As well as concentrating on transcription, handwriting and following Grammasaurus, Tamar class write using texts as a stimulus, developing rich vocabulary from what we have learnt from the key texts in our book spine. We embed this vocabulary in an approach using repetition and actions.

<b>(Reception)</b> <b>Literacy</b> Comprehension	<b>Reception:</b> -Children joining in with rhyme, songs and poems. -Children are encouraged to hold a book correctly and carefully turn pages. -Children understand books have a beginning and an end. -Children listen and enjoy sharing a range of books both fiction and non-fiction.	<b>Reception:</b> -Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. -Children discussing and hearing a range of books – non-fiction and fiction. -Children being asked questions liked to the books read to them.	<b>Reception:</b> -Children having favourite books and rhymes – they may know these books from memory. -Say what they liked or disliked about a story. When listening to a story children use the images to help them read. -Children are becoming increasingly more confident with their	<b>Reception:</b> -When children are playing they are adapting, roleplaying or using vocabulary from stories they’ve read or heard. -When reading a well-known or repeated story children will join in. -Showing an increasing confidence in sequencing a story.	<b>Reception:</b> -Use events in a story to suggest what might happen next (with reasonable suggestions being made). -Know what non-fiction and fiction means and can talk about the two text types. -Correctly sequence a story.	<b>Reception:</b> -Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. -Knows key vocabulary used in a range of books. -Continue to develop their roleplay to involve the storylines
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<p style="text-align: center;"><b>(Year 1) Literacy Comprehension and Inference</b></p>	<p>-Children know that text in English is read top to bottom and left to right. -Children can recognise pictures and illustrations in a text Vs the writing. -Children spotting familiar words in books</p> <p style="text-align: center;"><b>Year 1:</b></p> <p>-I know a few familiar stories and I can recall some events. -I can use pictures and texts to identify meaning. -I can discuss some simple features of books; answering questions relating to, for example changes in font size, details in illustrations, identifying when someone is speaking. -I can join in with group reading of familiar stories. -I can use stories I have already read to support my predictions.</p>	<p>-Children using texts and images to answer simple questions.</p> <p style="text-align: center;"><b>Year 1:</b></p> <p>-I can ask what unfamiliar words mean and remember them the next time I come across them. -I recognise what a poem is and understand some sounds rhyme. -I can say what I like about a story -I understand some features of a book and use these to help me understand what it is about. E.g Title, cover picture.. -I can understand what the main characters are doing</p>	<p>understanding of new words in stories. -Children can use a books front cover or blurb to make a prediction.</p> <p style="text-align: center;"><b>Year 1:</b></p> <p>-I know a range of familiar stories and I can talk about main events, such as beginning, middle and end. -I can use my knowledge of texts to answer questions. E.g what typically happens to good and bad characters? -I can recognise the difference between fiction and non-fiction. -I am reading and can make a prediction based on these. -I understand the feelings of the main characters within a story.</p>	<p>-Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p> <p style="text-align: center;"><b>Year 1:</b></p> <p>-I understand the familiar structure in certain stories and I can join in with repeated language. -I can use my knowledge of texts to support reading of unfamiliar words. -I can guess what new words mean using clues from my teacher. -I understand rhyming words and how they can be used in poems. -I know a few traditional tales very well and I know the key characteristics. -I am beginning to understand how the characters have an impact on the main events in a story.</p>	<p>-Use 'because' to give reason when answering 'why' questions about a text. -Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.</p> <p style="text-align: center;"><b>Year 1:</b></p> <p>-I can identify the main events or key points in a text. -I can answer straight forward questions about a story. -I can recognise obvious story language - 'Once upon a time...Big Bad Wolf..' -I can appreciate rhymes and poem and recite some by heart. -I am very familiar with key stories, fairy stories and traditional tales and can retell them. -I can participate in discussion about what is read to me, taking turns and listening to what others say</p>	<p>of the books read to them. -Recalls many parts of a text with accuracy.</p> <p style="text-align: center;"><b>Year 1:</b></p> <p>-I can discuss what new words mean, linking new meanings to those I already know. -I can explain clearly my understanding of what is being read to me. -I can express opinions about main events and characters in a story. -I can make simple predictions about the characters. -I can recognise why a character is feeling a certain way. -I can link what I read or hear to my own experience with support. -I can recognise repetition of language in my reading.</p>
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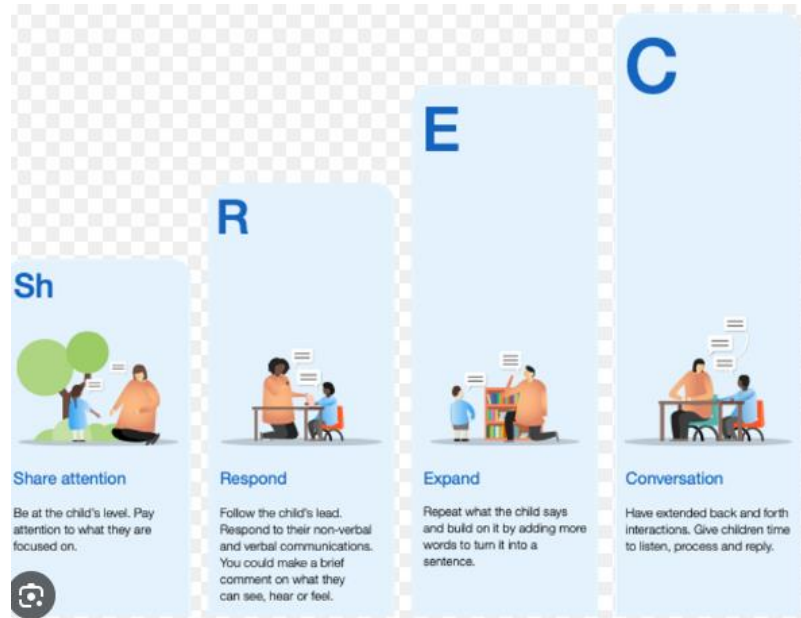
<b>Reading / Phonics RWI Reception</b>	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.
<b>By each half term children in Rec should be able to:</b>	Read all single letter set 1 sounds	- Read all set 1 sounds. - Blend sounds into words orally.	- Blend sounds to read words - Read short ditty stories	- Read Red storybooks	- Read Green storybooks. - Read some set 2 sounds.	- Read Green or Purple storybooks. - Read some set 2 sounds.
<b>Reading / Phonics RWI Year 1</b>	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, ee). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.
<b>By each half term children Yr 1 children should be able to:</b>	- Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	- Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	- Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e, oe, u-e, e-e). - Read above sounds in nonsense words.	- Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	- Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.

<p><b>(Reception)</b> <b>Literacy</b> Word Reading</p> <p><b>(Year 1)</b> <b>Literacy</b> Word Reading</p>	<p><b>Reception:</b> -Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. -Children are beginning to be able to orally blend and segment. (Phase 1 Phonics).</p> <p><b>Year 1:</b> -I can sound out most phonemes and I am able to identify common digraphs (Phase 2 and 3) -I am beginning to blend simple CVC, CVCC words. -I can read most Common Exception Words (CEW) from EYFS.</p>	<p><b>Reception:</b> -Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... -Begin to blend some simple words -Children read a few common exception words matched to the phonic programme.</p> <p><b>Year 1:</b> -I can sound out most phonemes and I am able to identify common digraphs (Phase 4) - I am learning new GPCs.</p>	<p><b>Reception:</b> -Continue to read individual graphemes (letters sounds). -Blend simple sounds into VC or CVC words. - Children read a few common exception words matched to the school's phonic programme.</p> <p><b>Year 1:</b> -I can use my phonic knowledge to sound out digraphs and split digraphs. -I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. -I can read GPCs within known words with increasing accuracy. -I can recognise familiar words (CEW) in simple texts.</p>	<p><b>Reception:</b> -Continue to read graphemes as well as some digraphs. -Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p><b>Year 1:</b> -I can use my phonic knowledge to sound out digraphs and split digraphs. -I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. -I can read GPCs within known words with increasing accuracy. -I can recognise familiar words (CEW) in simple texts.</p>	<p><b>Reception:</b> -Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p><b>Year 1:</b> -I can use phonics knowledge to blend sounds together to read words. -I can read words without overt sounding and blending with repetition. - I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est). -I am beginning to spot errors in decoding and attempt to self-correct</p>	<p><b>Reception:</b> -Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. -Children can re-read what they have written to check that it makes sense</p> <p><b>Year 1:</b> -I can read the Year 1 common exception words -I can read words containing GPCs that have been taught. -I am starting to notice contractions and am beginning to understand them.</p>
<p><b>(Reception)</b> <b>Literacy</b> Writing</p>	<p><b>Reception:</b> <b>Transcription, captions and labels</b> <b>Drawing Club</b></p> <p>-Writes their name - copying it from a name card or trying to write it from memory.</p>	<p><b>Reception:</b> <b>Transcription, captions and labels</b> <b>Grammarsaurus</b> <b>Drawing Club</b></p>	<p><b>Reception:</b> <b>Grammarsaurus</b> <b>Drawing Club</b></p> <p>-Children recording letters for initial sounds and end sounds.</p>	<p><b>Reception:</b> <b>Drawing Club</b></p> <p>-Children build CVC, CVCC words using known graphemes. -Children recording these. -Use writing in their play.</p>	<p><b>Reception:</b> <b>Drawing Club</b></p> <p>-All children being exposed to caption writing and simple sentence writing and extended to copy or</p>	<p><b>Reception:</b> <b>Drawing Club</b></p> <p>-Children writing for a range of purposes e.g. non-fiction and fiction writing. -Write short sentences sometimes</p>

<p><b>(Year 1) Literacy Writing</b></p>	<p>-Develop an awareness that writing communicates meaning. -Gives meaning to marks they make.</p> <p><b>Year 1: Transcription, captions and labels Drawing Club</b></p> <p>-Say out loud what they are going to write about/ composing orally before writing. -Sequencing sentences to form short narratives. -Discuss what they have written. -Leaving spaces between words. -Joining words and joining clauses using and. -Beginning to punctuate sentences using a capital letter and a full stops. -Using a capital letter for 'I'.</p>	<p>-Continuing to develop a phoneme / grapheme relationship. -Now has increasing control when making marks and drawing. -Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. -Uses some recognisable letters and own symbols such as their name or some initial sounds.</p> <p><b>Year 1: Transcription, captions and labels Grammarsaurus Drawing Club</b></p> <p>-Say out loud what they are going to write about/ composing orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense. -Discuss what they have written. -Read aloud their writing clearly. -Leaving spaces between words - Joining clauses using and/ but.</p>	<p>-Children building and recording simple CVC words.</p> <p><b>Year 1: Grammarsaurus Drawing Club</b></p> <p>Common nouns Proper nouns Common or proper? Nouns review Being verbs Beings verbs + to have Regular action verbs Irregular action verbs Action verbs being or action verb? Verbs review What is a subject? Building single clause sentences Pronouns Subject/verb focus Grammar subject verb focus application</p> <p>-Continue composing a sentence orally before writing.</p>	<p>-Some children moving onto caption writing if ready.</p> <p><b>Year 1: How to grow a plant Grammasaurus non-fiction. Drawing Club</b></p> <p>-Continue composing a sentence orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense -Discuss what they have written -Read aloud their writing clearly -Leaving spaces between words. -Joining clauses using and/because/but/so. -Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Using a capital letter for names, places, the days of the week, and 'I'.</p>	<p>create a simple caption e.g. it is a bus. -Continue to build on knowledge of letter sounds in writing.</p> <p><b>Year 1: Grammarsaurus Drawing Club</b></p> <p>-Continue composing a sentence orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense -Discuss what they have written -Read aloud their writing clearly -Leaving spaces between words. -Joining clauses using and/because/but/so. -Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Using a capital letter for names, places, the days of the week, and 'I'.</p>	<p>using finger spaces, capital letters and full stops.</p> <p><b>Year 1: Grammarsaurus Drawing Club</b></p> <p>-Continue composing a sentence orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense -Discuss what they have written -Read aloud their writing clearly -Leaving spaces between words. -Joining clauses using and/because/but/so. -Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Using a capital letter for names, places, the days of the week, and 'I'.</p>
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		<ul style="list-style-type: none"> <li>-Beginning to punctuate sentences using a capital letter and a full stop.</li> <li>-Using a capital letter for 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>-Sequencing sentences to form short narratives.</li> <li>-Re-reading what they have written to check that it makes sense.</li> <li>-Discuss what they have written.</li> <li>-Read aloud their writing clearly.</li> <li>-Leaving spaces between words.</li> <li>Joining clauses using and/because/but.</li> <li>-Beginning to punctuate sentences using a capital letter and a full stop, exclamation mark.</li> <li>-Using a capital letter for names, places, the days of the week, and 'I'.</li> </ul>			
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## The SHREC Approach:



**Read Write Inc.**  
Phonics

### Transforming reading progress for every child

Join the 5000 schools that work with our 150 expert trainers to teach every child how to read.

**Read Write Inc. Phonics** was first created by Ruth Miskin in 2002. It is the UK's leading synthetic phonics programme with the most respected and comprehensive professional development.

Read Write Inc. Phonics is for children from Reception (P1) to Year 4 (P5), and children with **SEND** in older year groups.

The programme is published by Oxford University Press and includes:

- daily phonic lessons
- over 300 decodable storybooks and home readers
- spelling and writing activities
- comprehensive planning.

### Help **all** children climb to the top of the reading ladder

Read Write Inc. Phonics is for children from Reception (P1) to Year 4 (P5), and children with **SEND** in older year groups.

With Read Write Inc. Phonics **all children:**

- reach the expected standard of the phonics screening check
- develop reading fluency and read with comprehension
- develop co-operative behaviour and articulate their ideas and understanding
- spell and write with confidence.

With our outstanding in-school training and support, the teaching of reading and writing is rigorous, consistent and of the highest quality.

This is why Read Write Inc. schools receive such glowing **Ofsted reading deep dives**.

Developing a strong grounding in number is essential so that children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding-such as using manipulatives, including small pebbles and tens frames for organising counting-children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and



interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

<p><b>Mathematics</b> Following WRMH The Mathematics curriculum has been designed to ensure that children possess the skills and knowledge that will affect them positively in their lives. Concepts are taught in blocks and have been carefully sequenced to enable learners to make connections.</p>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To match and sort objects and pictures</li> <li>-To understand and make pairs</li> <li>-To understand rules and to sort objects following rules</li> <li>-To compare amounts</li> <li>-To compare size, mass, capacity</li> <li>-To explore and create patterns</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>-To explore place value within 10.</li> <li>-To add and subtract within 10.</li> <li>-To explore, name and identify 2D shapes.</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To find, subitise and represent the numbers 1,2,3.</li> <li>-To know 1 more</li> <li>-To know 1 less</li> <li>-To understand the composition of 1,2,3.</li> <li>-To identify, name and compare circles and triangles</li> <li>-To find shapes in the environment</li> <li>-To find, subitise and represent 4 and 5.</li> <li>-To explore the composition of 1-5.</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>-To add and subtract within 10.</li> <li>-To explore, name and identify 2D shapes.</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To understand 0</li> <li>-To find, subitise and represent 0 – 5.</li> <li>- 1 more</li> <li>-1 less</li> <li>- Subitising to 5.</li> <li>- Compare and explore mass, capacity, balance.</li> <li>-Find and represent 6,7,8</li> <li>- Look at the composition of 6,7,8</li> <li>-Make pairs</li> <li>-Doubles</li> <li>-Combining 2 groups.</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>-To explore place value within 20.</li> <li>- To add and subtract within 20.</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Explore length, height and time</li> <li>-Compare length and height</li> <li>-Order and sequence time</li> <li>-Find 9 and 10</li> <li>- Represent 9 and 10</li> <li>-1 more</li> <li>-1 less</li> <li>- Subitising</li> <li>-Bonds to 10</li> <li>-Doubles</li> <li>-Odd and even</li> <li>-Recognise and name 3D shapes</li> <li>-Find shapes</li> <li>- Copy, continue and find patterns</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>- To explore place value within 50.</li> <li>-To explore length and height.</li> <li>-To explore mass and capacity.</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Build numbers to 20</li> <li>-Verbally count to 20</li> <li>-Continue number patterns to 20</li> <li>-Add more</li> <li>-Take away</li> <li>-Select, rotate and manipulate shapes</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>- To multiply and divide.</li> <li>-To explore fractions.</li> <li>-To explore position and directions.</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Explore sharing</li> <li>-Explore grouping</li> <li>-Odds and evens</li> <li>-Doubles</li> <li>-Patterns</li> <li>-Build scenes and constructions</li> <li>-Visualise from different positions</li> <li>-Describe position</li> <li>-Give instructions</li> <li>-Explore mapping</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>- To explore place value within 100.</li> <li>-To explore money.</li> <li>-To explore time.</li> </ul>
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The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians to play music to the children and talk about it. Encourage the children to listen attentively to music. Discuss changes in patterns as a piece of music develops.

<p><b>(Reception)</b> <b>Expressive Arts and Design</b> Creating with Materials</p>	<p><b>Reception:</b> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Follow drawings and curved and straight lines to create line drawings of different buildings -Detailed self-portraits using a choice of materials -Begin to use observation skills to draw things with increasing details</p>	<p><b>Reception:</b> -Sing a range of well-known nursery rhymes and songs -Explore colour mixing using primary colours -Explore warm and cool colours looking at Autumn and Winter -Print or collage to create a pattern or image -Select colours appropriately for tasks -Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli</p>	<p><b>Reception:</b> -Start to create my own storylines that include peers -Share creative ideas with peers and begin to work together, sharing skills -Construct with a purpose in mind, using a variety of resources -Make observations and draw pictures of Arctic/Antarctic animals -Return to and build on their previous learning, refining ideas and developing the ability to represent them -Know that different materials can be used to create art -Explore art from different places around the world</p>	<p><b>Reception:</b> -Design with a purpose in mind and explain the process I have used -Make 3D models of my favourite bugs, ensuring that they have the different features -Draw an object from careful observation talking about the features that I have included -Make props to use in role play and small world play -Create collaboratively sharing ideas, resources and skills -Use tools and techniques with increased care and precision -Mix a range of colours needed for a purpose -Execute a sequence of instructions on a programming toy or app to guide a robot</p>	<p><b>Reception:</b> -Create collaboratively sharing ideas, resources and skills -Draw with details -Problem solve and reflect on my designs and creations -Construct with a purpose -Independently use tools and techniques with increased care and precision -Experiment with colour, design, texture, form and function</p>	<p><b>Reception:</b> <b>ELG: Creating with Materials</b> I can..... -safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -share my creations, explaining the process I have used -make use of props and materials when role playing characters in narratives and stories</p>
<p><b>(Year 1)</b> <b>Art</b> <b>DT</b> <b>Computing</b></p>	<p><b>Year 1: (Art)</b> <b>Access art Spirals</b> <a href="#">See the Pathway</a> <b>Year 1 DT</b> <b>Diwali pot</b> <b>Wreath making</b></p> <p>Sculpture: -I can cut, roll and coil materials. -I can explore and use Plasticine / air drying</p>	<p><b>Year 1: (Art)</b> Drawing: -I can use pencils to create lines of different thickness in drawings. -I can draw from memory, imagination and observation. -I can use a range of soft and hard pencils, coloured pencils and pens, crayon</p>	<p><b>Year 1: (Art)</b> <b>Access Art Exploring watercolour</b> <a href="#">See the Pathway</a></p> <p>Drawing: -I can use pencils to create lines of different thickness in drawings. -I can draw from memory, imagination and observation.</p>	<p><b>Year 1: (DT)</b> <b>Preparing and handling food</b></p> <p>Food Focus: -I understand healthy eating and food hygiene. - I can prepare fruit and vegetables (Fruit</p>	<p><b>Year 1: (Art)</b> <b>Access Art Inspired by Flora &amp; Fauna</b> <a href="#">See the Pathway</a></p> <p>-I can explore mechanisms, sliders and leavers. Creating a pop up page for a fairy-tale book.</p>	<p><b>Year 1: (DT)</b> <b>Build a car with moving wheels</b></p> <p>-I know what a structure is. - I have learnt about how to create a strong structure.</p>

	<p>clay / salt dough. -I can use these skills to make a clay pot.</p> <p><b>Year 1: (Computing)</b></p> <p>Technology around us Digital painting</p>	<p><b>Year 1: (Computing)</b></p> <p>Technology around us Digital painting</p>	<p>-I can choose 3 different grades of pencil when drawing. -I can use charcoal, pencil and pastel to create art.</p> <p><b>Year 1: (Computing)</b></p> <p>Moving a robot Programming animations</p>	<p>skewers for the hungry caterpillar)</p> <p><b>Year 1: (Computing)</b></p> <p>Moving a robot Programming animations</p>	<p><b>Year 1:(Computing)</b></p> <p>Grouping data Digital writings</p>	<p><b>Year 1:(Computing)</b></p> <p>Grouping data Digital writings</p>
<p><b>(Reception)</b> <b>Expressive Arts and Design</b> Being Imaginative and Expressive</p>	<p><b>Reception:</b></p> <p>-Know a range of songs related to myself and my community -Sing in a group or on my own, following the melody and increasingly matching the pitch -Copy-clap the rhythm of names--Explore high sounds and low sounds using voices -Begin to move in response to music -Begin to use observation skills to draw things with increasing details</p> <p><b>Year 1:</b></p> <p>-Contrasting musical elements: Loud / Quiet High / Low Smooth / jumpy Fast / slow, high and low pitch Fast and</p>	<p><b>Reception:</b></p> <p>-Sing a range of well-known nursery rhymes and songs -Listen to and explore the beats of different music from around the world -Know that different music is played for different celebrations -Learn to play percussion instruments and listen to the sounds they make -Know that sounds can be changed by altering the way they are made -Move to musical stimuli and keep in time to the music.</p> <p><b>Year 1:</b></p> <p>-Continue to work on Contrasts - Learning and listening to Christmas and</p>	<p><b>Reception:</b></p> <p>-Know different songs and dances from around the world -Join in simple songs remembering some of the words -Participate in action songs which call for movement -Move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping -Explore and engage in music making and have a simple understanding of a beat.</p> <p><b>Year 1:</b></p> <p>-Observe the teacher or others in the class playing an instrument and copy them.</p>	<p><b>Reception:</b></p> <p>-Know a repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural -Imitate and create movement in response to music -Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound -Explore high pitch and low pitch in the context of songs -Create collaboratively</p> <p><b>Year 1:</b></p> <p>-Building on Autumn 1 - Explain what pitch is -Identify higher and lower notes -Create musical</p>	<p><b>Reception:</b></p> <p>-Create collaboratively sharing ideas, resources and skills -Change the tempo and dynamics whilst playing music -Know how to use a wide variety of instruments -Begin to understand emotion through music and can describe music in simple terms</p> <p><b>Year 1:</b></p> <p>-Learning Musical stories e.g. The three little pigs The magic porridge pot</p>	<p><b>Reception:</b></p> <p>I can..... -invent, adapt and recount narratives and stories -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</p> <p><b>Year 1:</b></p> <p>-Make movements that are appropriate to the pulse and tempo of a piece of music.</p>

	Slow movements -Listening to and learning Autumn and Harvest themed songs	celebration themed songs -Preparation for the Christmas Nativity Performance	-Sing in time to a piece of music. -Participate in call and response activities. -Keep a steady pulse.	patterns -Explain tempo -Notice changes in music. - Suggest how to improve music.	-Chanting well known phrases. - Making changes to voices. - Play a rhythmic pattern.	-Choose instruments with appropriate timbre. -Respond to dynamic changes during pieces of music. -Perform a piece of music
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Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them—from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<b>(Reception)</b> <b>Understanding the World</b> Past and Present	<b>Reception:</b> -Begin to talk about my life story and how I have change -Guess baby pictures – how I have grown -Look at similarities and differences between the natural world around me in the past and present	<b>Reception:</b> -Talk about past family holidays -Begin to look closely at pictures in books and notice similarities and differences between now and the past -Know and talk about influential figures from the past - Guy Fawkes -Talk about the soldiers, poppies, two minutes silence -Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day	<b>Reception:</b> -Know about influential figures from the past and discuss historical events that have happened in the past -Use vocabulary such as in the past, a long time ago -Recognise some similarities and differences between life in this country and life in other countries -Comment on images of familiar situations in the past -Compare characters from stories, including figures from the past -Talk about how homes have changed	<b>Reception:</b> -Talk confidently about my personal experiences of weddings using language of past and present -Talk about members of my immediate family and community -Know and talk about influential figures from the past	<b>Reception:</b> -Understand the past through settings, characters and events encountered in books read in class and storytelling make comparisons of settings and fictional settings	<b>Reception:</b> <b>ELG: Past and Present:</b> I can..... -talk about the lives of the people around me and their roles in society -know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class understand the past through settings, characters and events encountered in books read in class and through storytelling
	<b>(Year 1)</b> <b>History</b> <b>Geography</b>	<b>Year 1 (Geography):</b> <b>What’s it like in Sri Lanka?</b> What would a map of my classroom look like? Could I guide a visitor around my school?	<b>Year 1 (History) -School days, would smile learn</b>			

	<p>What does Shortlanesend Village look like from the air? Where is Sri Lanka? How does a school in Sri Lanka compare with Shortlanesend School? How does a village in Sri Lanka compare to Shortlanesend?</p>	<p><b>excel fit schools in the past?</b></p> <p>-Learning about historical events relating to the celebrations happening e.g. Diwali, Remembrance Day, Christmas, Bonfire Night.</p> <p>- How do we know what schools were like in the past? What might we see if we travel back to school 25 Years ago? 50 Years ago? 100 Years ago? How has what children learn changed over time? Were teachers different in the past? What games/toys did children have at breaktimes? Would I like to attend school in the past?</p>	<p>-Comment on images showing homes in the past</p> <p><b>Year 1 (Geography) Welcome to our World:</b> Can I find my country/my county?/my village on an aerial map? Can I point out the poles on a map and a globe? Why is our planet different colours? What do the different colours represent geographically? Is there only one Truro in our world? What is the same and what is different about the four Truros?</p>	<p><b>Year 1 (History) - Shrinking world – Who was the world’s greatest explorer?</b> How and why have maps changed over time? Can we think of a time we have gone somewhere for the first time? – How does it feel to explore? Who was Christopher Columbus? Why is he famous? Who was Neil Armstrong? Why is he famous? Can we compare and contrast these two people? – Venn Diagram</p>	<p><b>Year 1 (Geography) Where we live:</b> Have my mapping skills improved since the start of the year? Which is the quickest route to get to the park? How would I direct an alien to our park form my classroom? – What would help? What do people think about our park? What environmental issues can I find in our park. How could the people of Shortlanesend Village improve the park?</p>	<p><b>Year 1 (History) Maids in Cornwall Who was Cornwall’s greatest woman?</b> Who was Dolly Pentreath? - Why was she famous? - Why is it important to maintain the Cornish language? -How did Mary Snell Rundle continue the work of Florence Nightingale and Mary Seacole? - What is the same and what is different about Ann Glanville and Helen Glover? - Why is Rowena Cade famous? - Who would I like my class named after?</p>
<p><b>(Reception) Understanding the World</b> People, Culture and Communities</p>	<p><b>Reception:</b> -Talk about members of my immediate family and community -Name and describe people who are familiar to me -Recognise the differences between myself and my friends</p>	<p><b>Reception:</b> -To be able to draw information from a simple map -Talk about the features of different celebrations for different faiths -Know why different people celebrate</p>	<p><b>Reception:</b> -Learn about different cultures in other places in the world -Find out how the lives of people in different countries are the same and different to mine -Talk about safer internet day</p>	<p><b>Reception:</b> -Know that some children live in poverty -Understand how to care for nature -Know that people celebrate getting married in different ways</p>	<p><b>Reception:</b> -Understand why some people say the world is special -Talk about what I think is special about the world -Describe my local habitat and compare</p>	<p><b>Reception:</b> <b>ELG: people, culture and communities:</b> I can..... Describe my immediate environment using knowledge from observations, discussions, stories,</p>



	<p>(appearance, likes/dislikes, families)</p> <ul style="list-style-type: none"> <li>-Talk about what makes me feel special</li> <li>-Know what groups I belong to</li> <li>-Understand how we show people they are welcome</li> <li>-Know that I have a right to learn and play, safely and happily</li> <li>-Know that hands can be used kindly and unkindly</li> <li>-Know special things about myself</li> <li>-Know how happiness and sadness can be expressed</li> <li>-Know that being kind is good</li> </ul>	<p>different things</p> <ul style="list-style-type: none"> <li>-Talk about special past times</li> <li>-Know about the Jewish celebration Hanukkah</li> <li>-To know what happens at Diwali and why</li> <li>-Advent/Christmas around the world</li> <li>-To know what happens at Christmas, and why</li> <li>-To know what being unique means</li> <li>-To know the names of some emotions such as happy, sad, frightened, angry</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about who is special to me and why?</li> <li>-Understand why some people are special</li> <li>-Talk about what a good friend is like</li> <li>-Understand the similarities and differences between different people's special stories</li> <li>-Know what a challenge is</li> <li>-Know that it is important to keep trying</li> <li>-Know what a goal is</li> <li>-Know how to set goals and work towards them</li> <li>-Know when I have achieved a goal</li> <li>-Know which words are kind</li> <li>-Know some jobs I might like to do when I am older</li> <li>-Know that I must work hard now in order to be able to achieve the job I want when I am older</li> </ul>	<ul style="list-style-type: none"> <li>-Know that some places are special to people in my community</li> </ul>	<p>with a contrasting country</p>	<p>non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class</p> <p>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</p>
<p><b>(Reception)</b> <b>Understanding the World</b> The Natural World</p>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world and describe what I see, hear and feel when outside</li> <li>-Understand the effects of the changing seasons</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Begin to describe what I see, smell and feel in the natural world</li> <li>-Talk about recycling – linked to recycling week</li> <li>-Begin to understand</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Find and name the arctic and Antarctic on a globe/map</li> <li>-Talk about why something melts or</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Talk about signs of spring / changes from winter to spring – spring walk.</li> <li>-Understand the effect of changing seasons on</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Know some similarities and differences between the natural world around me and contrasting</li> </ul>	<p><b>Reception:</b></p> <p><b>ELG: The Natural World:</b></p> <p>I can.....</p> <ul style="list-style-type: none"> <li>-Explore the natural world around me, making observations</li> </ul>

<p>(Year 1) Science</p>	<p>around me – autumn -Talk about harvest -Know the name of the road, and the name of the village where my school is located</p> <p><b>Year 1:</b> <b>Animals including humans – all about me</b> Discover the basic parts of the human body ~Learn about your eyes and sight Learn about your ears and hearing Explore the tongue and taste Explore your sense of touch Discover how your nose smells</p>	<p>the negative impact that humans can have on the environment</p> <p><b>Year 1:</b> <b>Exploring Everyday Materials 1</b> -Identify and name a variety of everyday materials -Distinguish between an object and the material it is made from Describe the properties of everyday materials Identify objects that are natural and those that are manmade. Predict and identify if an object will float or sink.</p>	<p>freezes and the changes that happen -Make observations of the animals that live in the arctic/Antarctic/desert and talk about what makes them special -Compare the weather in winter to the weather in autumn -Recognise the similarities and differences between hotter and colder regions and where we live</p> <p><b>Year 1:</b> Living things and their habitats Compare the differences between things that are living, dead and things that have never been alive Identify and name a variety of plants and animals in a microhabitat Design a suitable micro habitat where living things could survive Find out what animals eat to survive in their habitats Understand food chains Understand the journey food makes from the</p>	<p>the natural world around me -Explore the natural world around me, making observations and drawing pictures of animals and plants -Explore non-contact forces (gravity and magnetism)</p> <p><b>Year 1:</b> <b>Plants Hierarchical teaching</b> Understand that seeds grow into plants Identify the basic parts of a plant and tree Understand that different plants can grow in the same environment Know the difference between deciduous and evergreen trees Know that fruit trees and vegetables are varieties of plants Record the growth of a plant</p>	<p>environments, drawing on my experiences and what I have read</p> <p><b>Year 1:</b> <b>Animals including humans (growth)</b> Describe the needs of animals for survival Explore the needs of humans for survival Explore the importance of eating the right food Describe what a healthy, balanced diet looks like. Investigate the impact of exercise on our bodies. Investigate the importance of hygiene.</p>	<p>and drawing pictures of animals and plants -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class -Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter</p> <p><b>Year 1:</b> <b>Living things and their habitats/habitats around the world</b> Learn about habitats Appreciate that environments are constantly changing Explore the rainforest and its problems Describe life in the ocean Discover the Arctic and Antarctic habitat Create a model of a habitat</p>
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			farm to the supermarket.			
<b>Religious Education</b>	<p><b>Reception:</b></p> <p>Being Special: where do we belong?</p> <p><b>Year 1:</b></p> <p>1.2 CREATION: Who Made the World? <b>Harvest</b></p>	<p><b>Reception:</b></p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at <b>Christmas</b>?</p> <p><b>Year 1:</b></p> <p>1.10 What does it mean to belong to a faith community?</p>	<p><b>Reception:</b></p> <p>What times/stories are special and why?</p> <p><b>Year 1:</b></p> <p>1.1 GOD: What do Christians believe God is Like?</p>	<p><b>Reception:</b></p> <p>F3 SALVATION: Why do Christians put a cross in an <b>Easter</b> garden?</p> <p><b>Year 1:</b></p> <p>1.7 Who is Jewish and how do they live? (PART 1)</p>	<p><b>Reception:</b></p> <p>F1 GOD/ CREATION: Why is the word 'God' so important to Christians?</p> <p><b>Year 1:</b></p> <p>1.7 Who is Jewish and how do they live? (PART 2)</p>	<p><b>Reception:</b></p> <p>What places are special and why?</p> <p><b>Year 1:</b></p> <p>What makes some places sacred to believers?</p>