



Reception Curriculum Goals

<p>C&L & Roleplay</p> <p>To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>PSED</p> <p>To become an Independent Individual who can follow the school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>PSED</p> <p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>PD</p> <p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>PD</p> <p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence</p>	<p>Reading</p> <p>To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>Maths</p> <p>To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, and recall number bonds to and quantities to 10</p>	<p>Writing</p> <p>To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>
<p>UW</p> <p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>UW</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Farsley is special, have an awareness of other people's cultures and beliefs</p>	<p>Music & Dance</p> <p>To become a Proud Performer who can perform a range of songs, poems and rhymes and can perform these as well as dances to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>Art &DT</p> <p>To become a Dynamic Designer who can choose and safely use drawing, painting and other media with accuracy, and choose the resources they need to make their creations, talk about what they have made and how they have made it</p>

Farsley Westroyd: Reception Curriculum (24-25)







	Autumn 1 ME	Autumn 2 SEASONS &CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Lines of enquiry	Starting School Rules and Routines Growth Mind-set/Characteristics of Learning Talents and skills My Family/pets/interests Autumn What makes you special?	Seasonal Change/weather Winter Different celebrations and festivals of light Our class/ school / local community Nocturnal animals	Spring/Seasonal Changes/weather Snow and Ice Polar regions and polar animals	Growing / planting / changing Lifecycles What's in the garden? Growing up – What was I like as a baby/toddler? Spring / seasonal changes	Baby animals and new life Animals – Farm/ Where does our food come from? Other animals of interest	Seasonal changes and the weather/ Sun safety Holidays/Beach Under the sea Pirate adventures Transport
Cultural Capital SMSC opportunities	Harvest Autumn Halloween Fire Service visit – links to Bonfire Night Visit to St Johns Church Walk to Westroyd Park Meet our Buddies	Remembrance Day Diwali Bonfire Night Fire Service visit – links to Bonfire Night Halloween Christmas events – fair / party/ nativity Post office Visit Visit from Reverend	Walk down Town Street Visit from Rosie the therapy dog Chinese New Year	Visit from the Story Bus Walk to Flower shop / Sutcliffe's Visit from a dentist Raise money for charity Eid	Visit to Hesketh Farm Summer	Visit to Hainsworth Park Farsley Library visit Buddies supporting transition Making something to sell at the summer fair
Whole School /world Events <small>NB:celebrations covered in the half term that it falls in</small>	Sponsored Welly walk Harvest Festival	Remembrance Day Assembly Advent and Christmas Children in Need Christmas Fair	Valentine's day Children's Mental Health Week Safer internet day	Shrove Tuesday/ Lent World Book Day Mothers Day Easter Comic Relief British Science week	Fathers day Easter Walk to school week VE Day	Be Healthy Week Sports Day Transition Day/ on going Summer Fair
Parent Partnerships	Mystery Reader week: Favourite Stories Open Session: Communication & language	Mystery Reader week: Christmas/Festival/ Winter Stories Open Session: Early Reading & Phonics Nativity	Mystery Reader week: Feelings & Emotions (Children's Mental health) Open Session: PSED	Mystery Reader week: Female Lead/Author Open Session: Maths	Mystery Reader week: Male Lead/ Author Open Session: Early Reading & Phonics	Mystery Reader week: Being Healthy Open Session: PD/ Writing Sharing Assembly
Life Skills	To use knife and fork	To pay for something with money	To know road safety rules	To look after living thing	To know how to recycle	To know where to get help/ learn first aid
Awe & Wonder	Autumn walk Magic potions	Visit from Father Christmas Receive your card in the post!	Exploring ice melting Gingerbread man on the loose!	Grow your own plant Science Experient linked to British science week	Farm Trip Watch chicks hatch	Beach / pirate party



Communication and Language



STATUTORY EDUCATIONAL PROGRAMME: 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 range of vocabulary and language structures.

Communication & Language		Autumn 1 ME	Autumn 2 SEASONS & CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Listening, Attention & Understanding	Listening & Attention	Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important	Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	To understand why listening is important. Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar	Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time.	Listen attentively and respond to what they hear with relevant questions, comments, or actions. Know how to play co-operatively and know that they can pretend to be someone else talking.
	Respond Skill	Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Know how to respond appropriately when asked e.g., 'chime = freeze & show me 10'	Make relevant comments when listening to a story. Answer why questions. Ask questions to find out more and check they understand what has been said to them Respond to others appropriately in play, engage in stories times including in non fiction	Make predications about what might happen next/ story endings in response to texts Engage in non-fiction books. Link events in stories to their own experiences	Keep play going in the response to others, engage in conversations Use talk to work out problems, organise thinking and activities explain how things work and why they might happen.	To keep play going in the response to others, engage in conversations relevant to the play theme Ask and answer what where when who and what could we do next questions Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Make comments about what they have heard and ask question to clarify thinking including why and how
	Understanding	Understand and respond to who, what doing, why questions in relation to stories, texts and events Understand the rules for 'talk partners' Know how to follow 1 step instructions e.g., put bookbag in drawer.	Understand and respond to who, what doing, why questions in relation to stories, texts and events Follow instructions that involve 2 parts	Ask questions to clarify understanding of a text or task Ask questions to find out more and check understanding Consider the listener and takes turns to listen and speak in different contexts.	Consistently understand a range of questions in different contexts including how, why, when. Ask questions to clarify and check understanding.	Consistently understand a range of questions in different contexts including how, why, when, where Understand that words can be put into groups or categories and give examples Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play.	Retell a story with some exact repetition and in their own words. Know that a range of words can describe the idea of time, shape, texture, size and know in which context to use them Name objects, characters, and animals from a description E.g. "It lives in the jungle and is fierce with big teeth and is stripy."
Speaking	Speaking	Speak in simple sentences Sing a range of songs Begin to use social phrases, e.g. good morning Use talk to organise selves and play. Use sentences of 4-6 words. Know a repertoire of songs e.g., nursery rhymes or numbers of songs. Know some social phrases e.g., 'Good Morning!'	Use intonation to make meaning clear to other. To begin to use some story language when retelling once upon a time/happily ever after. To Start a conversation Use simple conjunctions to link sentences Retell a past event Recognise words that rhyme or sound similar Develop social phrases, good morning, how are you?	Use talk to pretend objects stand for something else in play Begin to use past tense verbs, e.g. I went, I played to describe events. Pose questions to others	Retell stories using a wider range of story vocabulary, e.g. first, then, but Innovate own stories orally Use talk to organise thinking / solve problems/ talk about processes. Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.	Use talk to express ideas about feelings and experiences Use language to reason and persuade., e.g. it has stopped raining. Can I go outside? Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener Articulate their ideas in well-formed sentences.	peak in a range of sentences with added detail/ longer sentences/ range of tenses. Use conjunctions to extend and articulate their ideas. Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults.
	Oracy	<p>Physical </p> <ul style="list-style-type: none"> To speak audibly so they can be heard and understood To use gestures to support meaning in play <p>Cognitive </p> <ul style="list-style-type: none"> To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail 	<p>Linguistic </p> <ul style="list-style-type: none"> To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but' <p>Social and Emotional </p> <ul style="list-style-type: none"> To look at someone who is speaking to them To take turns to speak when working in a group 				

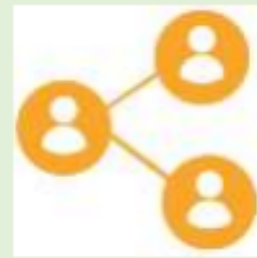
Farsley Westroyd: Reception Curriculum (24-25)



<p>On - Going Through out the Reception Year</p>	<p>To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems. To make use of newly learnt vocabulary when speaking (in different contexts). To be able to express their ideas and feelings relating to their experiences. To enjoy learning and carefully listening to a range of rhymes, poems, stories, and songs, paying attention to how they sound. To be able to confidently to use a range of social phrases throughout the day (e.g. good morning, good afternoon, etc.). To listen to and talk about stories to build familiarity and understanding. Use talk to organise themselves and their play</p> <p>Strategies used through out the year to support Communication & language skills</p> <ul style="list-style-type: none"> *Talk / Learning Partners *Colourful Semantics *Language Ladder *Makaton / T4W actions *Blank Level questioning
<p>Early Learning Goals</p>	<p>Listening, Attention & Understanding: 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>Speaking: 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>The Reception Year provides the foundation for communication and language skills the children will build upon in Year one</p>	<p>In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole (National Curriculum, 2014).</p>



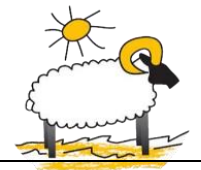
Personal, Social and Emotional Development








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.

Personal, Social & Emotional Development	Autumn 1 ME	Autumn 2 SEASONS & CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
<p>PSHCE</p> <p>Kapow</p>	<p>Self Regulation: Listening and Following Instructions</p> <p>To understand why it is important to listen carefully. To listen attentively to a story. To talk about and retell parts of a story they have deep familiarity with. To understand why it is important to tell the truth and think about the feelings of others. To follow instructions involving several ideas or actions. To persevere when things are difficult. To follow instructions involving several ideas or actions. To give simple instructions. To listen and respond to phrases and instructions that involve several ideas or actions.</p>	<p>Managing Self: My Wellbeing</p> <p>To learn the importance of exercise. To explore how exercise affects different parts of the body. To learn how yoga can help our bodies to stretch, relax and stay healthy. To explore guided meditation and relaxation. To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. To know and discuss the factors that support their overall health and well-being. To understand what it means to be a safe pedestrian. To understand what it means to eat healthy. To understand the importance of healthy food choices. To explore what it means to have a balanced diet.</p>	<p>Building Relationships: Special relationships</p> <p>To talk about our families. To understand that all families are valuable and special. To talk about people that hold a special place in children's lives and think about what it means to be a valued person. To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others. To see themselves as a valuable individual. To understand that it is ok to like different things. To see themselves as a valuable individual. To share interests with the group. To explore diversity through thinking about similarities and differences.</p>	<p>Self Regulation: My Feelings To identify their feelings</p> <p>To identify and express my feelings To explore different coping strategies to help regulate our emotions. To identify our own feelings. To consider the reasons behind our emotions. To explore the different adjectives that can be used to describe feelings. To explore different facial expressions and what they mean. To identify different feelings and how to moderate behaviour socially and emotionally</p>	<p>Building Relationships: My Family and Friends</p> <p>To understand that we all have different beliefs and celebrate special times in different ways. To think about the perspectives of others in the class. To understand why sharing is important. To think about the perspectives of others in the class. To understand the characteristics that make a good friend. To think about why it might be difficult for others to be a good friend all of the time. To consider why it is important to support each other by being kind. To learn how to help, listen to and support others when working in a team. To plan a party to celebrate the special friendships within the class.</p>	<p>Managing Self: Taking on Challenges</p> <p>To understand why we have rules. To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems. To work together as a group to overcome challenges and communicate effectively with others. To learn and practise 'grounding' coping strategies. To understand the importance of perseverance in the face of challenge. To learn new skills, showing resilience and perseverance in the face of challenge.</p>
	NSPCC PANTS: (4 -5)		NSPCC PANTS: (4 -5)		Jessie and Friends: Episode 1 – Watching Videos	
<p>Self – Regulation</p>	<p>Can talk about feelings. Welcome distractions when upset. Know likes and dislikes. Independently choose where they would like to play. To know about the 4 zones of regulations</p>	<p>To begin to express their feelings and consider the perspectives of others. To begin to use simple strategies for self-regulation. To become increasingly able to follow the school and classroom rules. To show an interest in and is excited by new activities. To be able to identify which zone they are in. (zones of regulation)</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly To knows what it means to be 'kind'. Begin to show persistence when faced with challenges. To be able to make their own choices and communicate what they need. To build and begin to use coping skills to move zones when needed.</p>	<p>See themselves as a valuable individual. Show resilience and perseverance in the face of challenge or when faced with new things. To understand their own thoughts and feelings and respect that those of others may be different from theirs To be able to reflect on the work of others and self-evaluate their own work. To be able to regulate their own emotions and behaviour in a range of situations To know right from wrong and to behave accordingly. To actively use coping skills when needed eg breathing exercise.</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. See themselves as a unique and valued individual. Confident to try new activities Can seek out a challenge and enjoy the process. To be able confidently talk about a range of emotions and know how these make them feel.</p>	<p>To be able articulate the school's rules, discusses behaviour that is right or wrong and behaves accordingly. To be able to talk about themselves in positive terms, articulating their own strengths and value... To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity. To be able to confidently follow instructions involving several ideas or actions. Shows high levels of perseverance and resilience. Seeks out a challenge and enjoy the process.</p>
<p>Managing Self</p>	<p>To be able to independently organise their own belongings in the morning/ afternoon. Be increasingly independent in meeting their own care needs, Eg: brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>To manage own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing: - healthy eating – toothbrushing – having a good sleep routine</p>	<p>To learn about the importance of limiting screen time supports our health and wellbeing Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity – sensible amounts of 'screen time' – being a safe pedestrian.</p>	<p>To be able to manage their own needs. To learn and talk about how tooth brushing can affect our health and wellbeing. To be able to show high levels of independence throughout the day.</p>	<p>To be able to confidently manage all of their own personal hygiene needs (e.g. dressing, toileting, hand washing, tooth brushing). To begin to understand that eating well contributes to good health. To learn about how regular exercise supports our health and wellbeing.</p>	<p>To explain how to make an activity safe and hygienic To be able to talk about factors that support their overall health and well-being. To understanding of the importance of healthy food choices and the impact this has on lifestyle</p>
<p>Building Relationships</p>	<p>Begin to take turns and share resources. To be able to build positive relationships with adults and peers.</p>	<p>To build constructive and respectful relationships, forming a special friendship. To begin to take turns and share resources.</p>	<p>Can reflect on the work of others and self evaluate their own work Can keep play going by co-operating, listening, speaking, and explaining. . To seek out others to share activities and experiences.</p>	<p>Think about the perspectives of others. To be able to show sensitivity to others' needs and feelings. To work well with others, as part of a team. To begin to resolve conflicts with others</p>	<p>To be able to keep play going by co-operating, listening, speaking, and explaining. Enjoys playing co-operatively in a range of situations.</p>	<p>To be able to explain why 'teamwork' is important. To be able to find constructive ways to resolve conflicts</p>

Farsley Westroyd: Reception Curriculum (24-25)



On - Going Through out the Reception Year	Continue to develop skills of using gestures, nonverbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. To know and be able to use a range of self-regulation strategies and techniques. To show sensitivity towards other needs and feelings. To be able to follow the rules in reception and tries to behave accordingly. To be able to build positive relationships with peers and adults in reception. To understand what it means to be 'kind' to others. Enjoys receiving positive praise. To be able to make independent choices.
Early Learning Goals	<p>Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self: 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>Building Relationships: 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>

The Reception Year provides the foundation for many skills the children will build upon in Year one.	MM: Feeling Good and Being Me	MM: Friends and Family	MM: Life Changes	MM: Strong Emotions	MM: Being the Same and Being Different	MM: Solving Problems – Making it Better
	Physical Health and Wellbeing: Fun Times	Keeping Safe and Managing Risk: Feeling Safe 	Drug, Alcohol and Tobacco Education: What do we put into and onto our bodies? 	Mental Health and Emotional Wellbeing: Feelings	Identity, Society and Equality: Me and Others	Careers, Financial Capability and Economic Wellbeing: My Money
	NSPCC PANTS: Lesson 1 (5-7) 		Jessie and Friends: Episode 2 – Sharing Pictures 		Pol-Ed – Keeping Safe: How can I keep safe online? 	



Physical Development



STATUTORY EDUCATIONAL PROGRAMME: 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, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for 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.

Physical Development	Autumn 1 ME	Autumn 2 SEASONS & CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Gross Motor PE HUB	PE HUB: Body management Unit 1 To make shapes with bodies/ TO travel under and over equipment/ To reach and stretch to get equipment	PE HUB: Dance Unit 1 Recognise actions can be performed to music. Recognise and repeat some basic movements Perform a range of styles of dance.	PE HUB: Speed, agility travel Part 1 Change direction and speed through choice and instruction. Perform actions demonstrating changes in speed – stop/start/ change	PE HUB: Gymnastics– unit 1 Develop confidence in basic movements. Experience jumping/sliding/running and rolling over equipment in games and races / develop coordination and gross motor skills.	PE HUB: Gymnastics– unit 2 and Sports Day practise. Further develop confidence in a range of movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump, travel and roll actions.	PE HUB: Manipulation and coordination Part 1 Send and receive objects with different body parts Work with others to control objects in a space Coordinate body parts in a variety of activities and in different ways.
Gross Motor	To strengthen their core muscles to develop a good posture when sitting at a table or sitting on the floor. To develop the ability to line up sensibly as a class when moving around school. To develop the ability to sit at a table at lunch time. To be able to use large scale construction equipment safely. To be increasingly independent as they get dressed and undressed, Eg; putting coats on and doing up zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	To be able to use core muscles to sit on the floor or at a table for around 15 minutes. To be able to walk across balance beams of different widths/ heights. To be able to play ‘throw and catch’ with another child demonstrating increasing accuracy. To remember patterns and sequences of movements, especially to music. Progress towards a more fluent style of moving, with developing control and grace. Further develop the skills they need to manage the school day successfully – lining up and queuing – mealtimes.	To show an awareness of space and speed when moving. To practice and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To use a balance bike	To be able to confidently use a range of large and small apparatus both indoors and outdoors, alone and in a group. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball including throwing, catching, kicking, passing, batting, and aiming.	To develop the overall body strength, coordination and balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport. To combine different movements with ease and fluency. To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To use a Balance bike with accurate steering	To be able to use core muscles to sit on the floor or at a table for extended periods of time. To be able to confidently hop and skip. To be able to confidently negotiate space, and obstacles in relation to themselves and other both indoors and outdoors To be fluent with a range of different movements, developing control and grace. To be secure with a range of ball skills (e.g. throwing, catching, kicking, passing, batting, aiming). To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To be able to dress and undress themselves independently.
Fine Motor	To begin to hold a pencil effectively in preparation for fluent writing. (crocodile fingers) To show a preference for a dominant hand. To develop fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use one-handed tools and equipment, Eg: making snips in paper with scissors.	To begin to use a knife and fork together to cut food (some support needed). To begin to enjoy exploring small scale resources. To begin to open packets and cartons at mealtimes. To begin to peel their own fruit. Shows preference for dominant hand when using tools. Cutting skills: To be able to use scissors correctly to cut through a piece of paper. Pencil Grip To be able to use a pincer grip independently. <i>Movement is usually from the wrist with this static grasp. To begin to develop the use of a static tripod grip (beginning).</i>	To hold a pencil for fluent writing effectively – using a tripod grip in almost all cases. To be able to open packets and cartons independently at mealtimes. <i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</i> To be able to draw freely using a range of resources and movements. To be able to manipulate materials for a purpose and effect. To be able to hold and use a paintbrush effectively using the correct grip	To be able to peel a range of fruit independently. Cutting skills To be able to use scissors correctly to cut out shapes. Pencil Grip To become more confident when using a static tripod grip (developing) Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Continue to develop fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Development of threading, weaving, and cutting skills.	To hold a pencil for fluent writing effectively – using a tripod grip in almost all cases. Develop the foundations of a handwriting style which is fast, accurate and efficient following school scheme. Fine motor skills are the small movements used for control and precision during activities. <i>It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating</i>	To have developed their own handwriting style which fast, accurate and efficient. To be able to fasten and unfasten buttons on clothing. To be able to show accuracy and care when drawing (see EAD strand). Cutting skills To use scissors effectively for a purpose. Pencil grip To be confident at using a dynamic tripod grip (secure). <i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice</i> <i>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided</i>

Farsley Westroyd: Reception Curriculum (24-25)



						through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome
Fine Motor	Dough Disco	Dough Disco	Pen Pals Long ladder letters	Pen Pals One armed Robots	Pen Pals Curly Caterpillars	Pen Pals Zig Zag monsters
On - Going Through out the Reception Year	<p>To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with physical activity. To develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To be able to quickly and independently take off and put back on their shoes and socks. To move energetically in different ways (e.g. running, jumping, dancing, hopping, skipping, climbing). To confidently and safely use a range of large apparatus indoors and outside, alone and in a group. To know and be able to talk about the different factors that support their overall health and wellbeing (e.g. regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian). Access to movement play /area and outdoor area. Access to bike track and climbing area.</p> <p>They will have chance to use dough and other materials in a range of provision areas and cut, mould, squeeze and shape materials.</p> <p>Have opportunities to make marks/strokes using a variety of tools such as lolly sticks and chalks and work on age appropriate marks necessary for pre-writing.</p> <p>Have opportunities to explore and move with their whole bodies indoors and outdoors. This includes an outdoor stage area for dancing/ movement and indoor movement play areas with opportunities for spinning, crossing the mid line and using tummy muscles .Have opportunities to explore movement on a large scale: run, walk, skip, hop and to use a range of small and large equipment.</p>					
Early Learning Goals	<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, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>		
The Reception Year provides the foundation for many skills the children will build upon in Year one.	<p>Hit Catch Run 1 <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p>	<p>Gymnastics 1 Attack, Defend, Shoot 1 <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i> <i>NC: participate in team games, developing simple tactics for attacking and defending</i></p>	<p>Dance <i>NC: Perform Dances using simple movement patterns.</i> Send and Return 1: <i>NC: participate in team games, developing simple tactics for attacking and defending</i></p>	<p>Gymnastics 2 <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p>	<p>Run, Jump, Throw 1: <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p>Send and Return 2: <i>NC: participate in team games, developing simple tactics for attacking and defending</i></p>	<p>Run, Jump, Throw 2: <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i> Attack, Defend, Shoot 2 <i>NC: participate in team games, developing simple tactics for attacking and defending</i></p>



Literacy Development



STATUTORY EDUCATIONAL PROGRAMME: 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 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).

Literacy	Autumn 1 ME	Autumn 2 SEASONS & CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Comprehension	To know that a book has a beginning and an end and can use book appropriately. To Know that text in English is read top to bottom and left to right. To Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Listen and Enjoy joining in with rhyme, songs, poems and stories Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story / song	Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Use picture clues to help read a simple text and make simple predications. Begin to know features of a book Show understanding of some words and phrases in a story that is read aloud to them. Eg once upon a time Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Innovate a story with support.	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Word Reading	Hear general sound discrimination and be able to orally blend and segment. To continue a rhyme To begin to link sounds to letters	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI progression.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI progression.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases /captions and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To develop fluency with reading texts appropriate to their phonics level.
Phonics	To recognise some of the set 1 sounds – m a s d t I n p g o c k u b f e l h r j v w x y z To begin to orally blend CVC words (no visual aids). Red words: The I <i>Read 16 single-letter Set 1 sounds</i>	To recognise all set 1 sounds and some set 1 special friends – sh ch th ng nk qu To be able to confidently orally blend words. To begin to read VC and CVC words in Fred Talk Red words: The, I, No, Go, To, Do, Of, So <i>Read all 25 Set 1 single letter sounds Blend sounds into words orally</i>	To recognise all set 1 sounds including special friends- ch sh th ng nk qu To be able to read VC and CVC words. To begin to read words with set 1 special friends. To begin to read words using Fred in head. To be working within Ditty group – caption reading Red words: The, I, No, Go, To, Do, Of, So My, Me, Be, She, We, He, Do <i>Read all 25 Set 1 single letter sounds Blend sounds to read words Read short Ditty stories</i>	To be confident with all set 1 sounds. To be able to blend VC, CVC, CCVC, CVCC words (Fred in head). To begin to read 4/5 sounds words- set 1 (Fred Talk). To be working within red group. To begin to read simple sentences. Red words: The, I, No, Go, Of, So, To, Do, My, Me, Be, She, We, He <i>Read 31 sounds (Set 1 Special Friends) Read Red Storybooks</i>	To begin to recognise some set 2 special friends – ay ee igh ow oo oo To be able to read CVC words (speedily)/ To be able to read 4/5 sounds words – set 1 (Fred in head)/ To begin to read words with set 2 sounds (Fred talk). To begin to read simple sentences (Fred in Head) To be working within green group or above. Red words: The, I, No, Go, So, To, Of, My, Me, Be, She, We, He, You, Was, Do, By, Are <i>Read 35 sounds (4 double consonants) Read Green Storybooks</i>	To be confident with first six set 2 sounds – ay ee igh ow oo oo To be confident reading 4/5 sounds words- set 1 (speedily). To be able to read words with set 2 sounds (Fred in head). To speedily reads simple sentences including some tricky words. To be working within Green/purple group or above. Red words: The, I, No, Go, So, To, Of, My, Me, Be, She, We, He, You, Was, Do, By, Are, Said, All, They <i>Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks</i>
Writing	Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. To be able to link sounds to letters, naming and sounding the letters of the alphabet. To begin to hear and write the initial sounds in words. Genre: Birthday cards	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. To begin to write some of the red words taught in RWI. To begin to write CVC words (middle sounds) Genre: Lists	TO write CVC words. To begin to use finger spaces. To begin to write a caption with gaps between each word (understanding a word is a word). To be able to spell most of the red words taught in RWI. Genre: Letter	Build words using known letter-sound correspondences in own writing. To write a short phrase or sentence in meaningful contexts that can be read by others (with support). To begin to use finger spaces and full stops. To begin to understand how capital letters. To be able to spell most of the red words taught in RWI Genre: Stories/instructions	Use writing in play. To write a short sentence using finger spaces and full stops (independently). To be able to form capital letters correctly. To re-read work back to check for errors in writing. To be able to spell most of the red words taught in RWI Genre: Recount	Show awareness of the different audience for writing. To write a sentence independently that can be read by others (including capital letters, finger spaces and full stops). To begin to write more than one sentence. To be able to use first 6 set 2 sounds in their writing. To be able to spell most of the red words taught in RWI Genre: Stories

Farsley Westroyd: Reception Curriculum (24-25)



Composition	Use talk to organise describe events and experiences.	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Can count how many words in phrase/ simple sentence	Orally compose a simple sentence and hold it in memory before attempting to write it.	Orally compose a simple sentence/caption and hold it in memory before attempting to write it.	Write a simple sentence/caption which may include a full stop. Be able to make a sentence from given words mixed up	Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop Begin to check writing by reading it back.
Spelling	Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory	Orally spell VC and CVC words by identifying the sounds. Write own name.	Segment to write VC and CVC words independently using graphemes learnt so far	Segment to write VC, CVC and CVCC words independently using known graphemes. Spell some irregular common (tricky/red) words independently.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Segment to spell words with set 1 and some set 2 sounds.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell irregular common (tricky/red) words independently.
Handwriting	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles with some accuracy.	Form letters from their name correctly. Recognise that after a word there is a space.	Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.	Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly

Talk 4 Writing

Our 'Talk for Writing' teaching sessions support children to become confident and creative storytellers. Children learn language through memorable, meaningful repetition. The Talk for Writing approach enables children to internalise the language of story so that they can imitate it, innovate on it and create their own effective stories independently.

T4W	Little Red Hen	How to catch a star	The Gingerbread man	Jack and the beanstalk	Chicken Licken	Shark in the park
Focus Texts & Authors	Colour Monster Our Class is a Family The Leaf Thief Elephants can't fly Rachel Bright	The Best Diwali Ever The Jolly Christmas Postman A world of cookies for santa Oliver Jeffers	Penguin Small The blue balloon What happened to you? Mick Inkpen	Jims Beanstalk A seed in Need My must have mum Nadia Shiereen	What the ladybird heard My magic family Farmer Duck Tom Fletcher	Pirates love underpants Pirate Pete The singing Mermaid 10 little pirates Pink is for boys John Burningham

Favourite 5 Stories

We foster the 'Favourite 5' approach for daily story times, whereby five stories are carefully chosen each half term. These stories are read and re-read frequently, thereby allowing children multiple exposures to new vocabulary and the opportunity to internalise language patterns. Also, 'on each rereading the children's familiarity with the story deepens and, with that, comes a greater emotional engagement' (Reading Framework, 2021). We foster a robust approach to learning new vocabulary, including directly explaining the meaning of new words. Tier 2 vocabulary is highlighted, taught, and repeated from our 'Favourite 5' stories. This vocabulary is revisited frequently to support the children to absorb the language and explore it in a wider context. The Favourite 5 stories are split into the following categories: Culture tolerance diversity focus, rhythmic/rhyming, PSED focus, Understanding of the World, Focus author

Culture/ tolerance diversity focus rhythmic/rhyming, PSED focus Understanding of the World Focus author	Elmer The koala who could The lion inside Rubys Worry My family Your family	Astro Girl Room on the Broom Lost and Found Dogger The Hugasaurus	Kind The Smartest Giant in Town Kippers Snowy Day Baggy Brown This is me	Billy and the dragon Busy Spring Mad about minibeasts Ish Loud	Handas Hen Zog Theres a superhero in your book A dinosaur that pooped a... In my Mosque	Mr Gumpy's Outing Tiddler Would you rather The rainbow fish The perfect fit
---	---	---	--	--	---	---

Non-Fiction

Non fiction books related to topics/ interests offer opportunities to broaden children's experiences beyond the immediate and the local. These books are rich sources of vocabulary and knowledge. Enriching and widening children's vocabulary will support later reading comprehension. Non-fiction books will be chosen to enrich our learning themes. The following non-fiction books will be read to reflect our 6 broad themes that recur throughout the year, including: Seasonal Change, The Natural World and Festivals/Celebrations.

Non-Fiction	Seasons : Autumn	Diwali Bonfire Night	Chinese New Year Polar regions	Plants Growing Beans	Farm Animals and babies Life cycle	Sea pollution Transport
--------------------	------------------	-------------------------	-----------------------------------	-------------------------	---------------------------------------	----------------------------

Poetry Basket

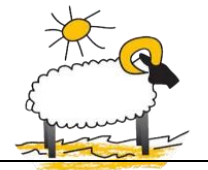
Children enjoy learning a range of rhymes and songs throughout the year. The predictability of rhymes in songs help children to memorise and reuse newly acquired words and phrases. Children pick up the rhythm and, by speaking more slowly, gain awareness and control of their voices. Learning rhymes, poems and songs is an end in itself. However, learning poems including traditional nursery rhymes can also heighten children's awareness of the individual sounds within words through alliteration, assonance and rhyme. See EAD for rhyme progression.

Poetry	Leaves are Falling 5 Little Pumpkins	Who has seen the wind Shoes	Popcorn	A little Seed	I have a little frog	A little Shell
---------------	---	--------------------------------	---------	---------------	----------------------	----------------

On - Going Through out the Reception Year	Enjoy joining in with rhyme, songs, and poems. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Develop listening and speaking skills in a range of contexts. Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting throughout the year. Enjoy joining in with rhyme, songs, and poems Daily questioning to develop comprehension skills. Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly. Continue to revisit all taught sounds daily and practice sound discrimination. To explore feelings and motivation that move characters in stories. To be able to answer to what, where, who, why and how questions. To confidently talk about the different parts of a book (front cover, blurb etc). Independently sequence main events of a story. To use story maps to retell stories, using their own words. To express a preference for a book, song, or rhyme, from a limited selection. Play experiences are influenced by their experience of books (small world, role play etc).
--	---

Early Learning Goals	Comprehension: 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 Word Reading: 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 Writing: 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.
-----------------------------	--

Farsley Westroyd: Reception Curriculum (24-25)



The Reception Year provides the foundation for many skills the children will build upon in Year one.	Comprehension Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of a title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in nonfiction and fiction texts.			Word Reading Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.		
	Sentence level (Grammar and punctuation focus): Recap writing simple captions, leaving spaces between words. Write simple sentences, leaving spaces between words. Begin a simple sentence with a capital letter and end with a full stop. Introduce nouns. Identify nouns. Use a capital letter for the personal pronoun 'I'.	Sentence level (Grammar and punctuation focus): Write simple sentences, leaving spaces between words. Begin a simple sentence with a capital letter and end with a full stop. Introduce adjectives. Identify adjectives. Include adjectives in simple sentences. Introduce names of people and places as 'proper nouns'. Use a capital letter for names of people	Sentence level (Grammar and punctuation focus): Join words and clauses using 'and'. Recognise and ask questions. Introduce question sentences. Punctuate question sentences with a capital letter and question mark. Introduce verbs. Identify verbs. Recap names of people and places as 'proper nouns'. Use a capital letter for names of places.	Sentence level (Grammar and punctuation focus): Use 'and' to extend ideas. Extend more able using 'because'. Introduce imperative verbs. Introduce adverbs. Identify adverbs. Include adverb in simple sentences	s sentence level (Grammar and punctuation focus): Joining words and clauses using 'and'. Introduce question sentences. Punctuate question sentences with a capital letter and question mark. Use capital letters for days of the week.	Word level (including spelling): Plan to revise spelling Phase 5 words, including common exception words. Spell days of the week. Understand the prefix - un changes the meaning of verbs and adjectives. Write words using the prefix -un. [for example, untidy, unhelpful, unfair]
	Word level (including spelling): Alphabet – Distinguish between letter sounds and letter names. Plan to incorporate words containing GPCs currently being taught including common exception words	Word level (including spelling): Know that a suffix changes the meaning of the word. Spell regular plurals using the spelling rule for adding the suffix -s or -es.	Word level (including spelling): Know that a suffix changes the meaning of the word. Add -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Word level (including spelling): Plan to revise spelling words, including common exception words. Spell days of the week.		

Typical Writing Progression	Pre-Writing			Letter Strings		
	Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
	Picture tells a story to convey message 	Starting point at any point of paper 	Progression is from left to right 	Symbols that represent letters 	Letters have no relationship 	Letter strings move from L to R and move down the page
	Environmental Print 	Letter Name Stage 	Early Developmental Spelling 	Syllables Represented 	Inventive Spelling 	Transitional Spelling
	Awareness of print, copied from surroundings 	Beginning and ending letters are used to represent words 	Vowel sounds appear Evidence of tricky words 	A child hears beginning, middle and end sounds. 	Whole sentence writing develops, spaces in between words 	Multiple related sentences with many words spelled correctly, punctuation evident.



Mathematical Development



STATUTORY EDUCATIONAL PROGRAMME: Developing a strong grounding in number is essential so that all 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.

Mathematics	Autumn 1 ME	Autumn 2 SEASONS & CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Mastery Number	Subitising to 3 Cardinality, ordinality and counting Composition Comparison	Subitising to 5 Cardinality, ordinality and counting Composition Comparison	Subitising to 5 Cardinality, ordinality and counting Composition Comparison	Subitising to 10 Cardinality, ordinality and counting Composition Comparison	Subitising to 10 Cardinality, ordinality and counting Composition Comparison	Consolidation
	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills <ul style="list-style-type: none"> • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals <ul style="list-style-type: none"> • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame <ul style="list-style-type: none"> • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns <ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern <ul style="list-style-type: none"> • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes <ul style="list-style-type: none"> • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary <ul style="list-style-type: none"> • develop conceptual subitising skills including when using a rekenrek 	



Shape, Space and Measure WRM	<p>Measure and patterns</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns 	<p>Circles and Triangles</p> <ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Recognise shapes in the environment <ul style="list-style-type: none"> • Describe position • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Know about night and day 	<p>Mass and capacity</p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p>Length & height</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height 	<p>Time</p> <ul style="list-style-type: none"> • Talk about time • Order and sequence time <p>Explore 3 D shape</p> <ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3 D shapes for tasks • 3 D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<p>Manipulate, compose & Decompose</p> <ul style="list-style-type: none"> • Select shapes for a purpose <ul style="list-style-type: none"> • Rotate shapes • Manipulate shapes • Explain shape arrangements <ul style="list-style-type: none"> • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes 	<p>Visualise build and map</p> <ul style="list-style-type: none"> • Identify units of repeating pattern • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps and models • Create own maps from familiar places • Create own maps and plans from story situations <p>Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships 						
On - Going Through out the Reception Year	<p>To join in with number songs and games. To read a range of number books. To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle). To count as part of daily routines in various contexts. To understand the days of the week and the pattern of the day. To be able to solve larger jigsaws. To talk about maths in everyday life. Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering. To continue to develop mathematical language.</p>											
Early Learning Goal	<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 Pattern: 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>								
<p>The Reception Year provides the foundation for many skills the children will build upon in Year one.</p>	<p>Number and place value (within 20)</p> <ul style="list-style-type: none"> • Use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line 	<p>Addition and subtraction (within 20)</p> <ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in numerals and words 	<p>Number and place value (within 100):</p> <ul style="list-style-type: none"> • Begin to recognise the place value of each digit in a two-digit number (tens, ones) 	<p>Fractions:</p> <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity 	<p>Fractions:</p> <ul style="list-style-type: none"> • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Count in multiples of twos, fives and tens. • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations 	<p>Comparing & Estimating</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for: lengths and heights, mass/weight, time 	<p>Number Bonds</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20 (addition and subtraction) • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 	<p>Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2-D and 3-D shapes, 	<p>Positional Language</p> <ul style="list-style-type: none"> • Describe position, direction and movement, including half, quarter and three quarter turns 	<p>Money</p> <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes 	<p>Time</p> <ul style="list-style-type: none"> • Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years



Understanding the World



STATUTORY EDUCATIONAL PROGRAMME: 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.

Understanding the World		Autumn 1 ME	Autumn 2 SEASONS & CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Past & Present	Chronology	<p>To make comments and talk about images of familiar situations in the past, e.g. pictures and videos from times in nursery to remind them of rules, routines, and expectations.</p> <p>To begin to make sense of their own life story and family history.</p> <p>Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.</p> <p>Black History Month</p> <p>To sing a range of nursery rhymes from the past. – pat-a-cake</p>	<p>Begin to use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>To use vocabulary such as yesterday, last week, at the weekend, this morning, last night.</p> <p>Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali</p> <p>To sing a range of nursery rhymes from the past. - Hickory Dickory Dock Text: Dogger</p>	<p>Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) To answer how and why questions about experiences and in response to events/stories.</p> <p>To have an awareness that objects now may look and work differently to in the past.</p> <p>To explore different representations of the past due to changes in technology and society (e.g. looking at paintings, black and white photos, digital pictures etc).</p> <p>To sing a range of nursery rhymes from the past. – Wind the bobbin up</p>	<p>Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Know how they have changed from being a baby, use vocabulary describing change.</p> <p>Know some features of growth and change in humans.</p> <p>Investigating reflections – looking at themselves and comparing to when they were a baby</p> <p>Know that things happened before they were born.</p> <p>To be able to talk about pictures of familiar situations which are in the past.</p> <p>To sing a range of nursery rhymes from the past. – Jack and Jill Text: what did the tree see</p>	<p>Compare and contrast events from now and in the past.</p> <p>Order personal experiences, e.g., recount an educational visit or stories (class trip)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To sing a range of nursery rhymes from the past. - Polly Put the Kettle On</p> <p>Text: King Charles/ The king pants</p>	<p>Order experiences in relation to themselves and others, including stories (use of class timeline/ weekly planner)</p> <p>To sing a range of nursery rhymes from the past. - Cobbler, Cobbler Mend my Shoe</p> <p>To know some similarities and differences between things in the past and now (e.g. Elves and Shoemaker and cobblers).</p> <p>To have an awareness that objects now may look and work differently to in the past (e.g. shoes).</p> <p>Text: Elves & The Shoe makers</p>
	Enquiry	<p>Know that you can find out information from different sources e.g. internet, books. Begin to ask simple questions when prompted.</p>	<p>To learn how different people in the community can keep us safe, e.g. fire fighters (school visit),</p> <p>To know that messages or letters can be sent in different ways. (letters/emails)</p>	<p>Use observational skills to explore the school grounds.</p>	<p>To know how different people in the community can help and take care of us – dentist.</p>	<p>Comment and talk about images of familiar situations in the past.</p> <p>Know about key roles people have and how they help us</p>	<p>To know how different people in the community can help us – Nurses, Doctors (keeping healthy – link to sports and wellbeing week)</p>
	Kapow	<p>Adventures through time – Family tree & Achievements</p> <p>To begin to understand the concept of generations</p> <p>To recognise special achievements.</p>	<p>Peak into the past : Toy box</p> <p>To identify toys from the past.</p>	<p>Peak into the past: Past and present & Spot the difference</p> <p>To sort photographs into past and present. To compare pictures from the past and present.</p>	<p>Peak into the past: Can you guess who? & My Life's timeline</p> <p>To describe changes over time. To begin to recognise the order events happen.</p>	<p>Adventures through time : Wearing the crown & Pictures detectives</p> <p>To recognise that kings and queens are powerful people. To understand that the environment around us changes as time passes.</p>	<p>Adventures through time : Transport through time</p> <p>To compare modes of transport of the past with the present.</p>
The Natural world	Mapping	<p>To recognise the shape of the United Kingdom on a world map. To know that they live in England, Leeds, Farsley.</p> <p>Talk about the features of their immediate environment with visual representations, e.g., classroom maps, seating maps, Know common signs and logos.</p>	<p>Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, besides, on top of etc.</p> <p>To use positional language when using beebots and obstacle courses.</p> <p>To recognise the shape of the United Kingdom on a world map and to begin to understand its position in relation to other places in the world.</p>	<p>To plan and draw a route on a simple map (e.g. local area, school etc).</p> <p>To understand the information on a simple map and to be able to talk about this.</p> <p>To create own map following local walk.</p> <p>To explore arial photographs.</p> <p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p> <p>Draw information from a simple map and identify landmarks.</p>	<p>Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps</p> <p>To use directional language when using Beebots (backwards, forwards, left, right).</p>	<p>To draw a map of a familiar space (e.g. the outdoor area, classroom, house).</p> <p>To be able to program a Bee Bots to plan a route on a grid</p> <p>Draw information from a simple map and identify landmarks of our local area walk</p>	<p>Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Revisit: To recognise the shape of the United Kingdom on a world map and know its position in relation to other places in the world.</p>
	Location knowledge	<p>TO be able to talk about features of their environment eg local park</p> <p>To describe their immediate environment using knowledge from observation, discussion and stories. Recognise some similarities and difference between places, e.g. their home</p>	<p>Local area walk to the church for the Christmas service. Whilst learning about Diwali, locate India on a world map, Globe or Atlas.</p> <p>Know some places that are special to members of their local community (looking closely at special places close to home and school)</p> <p>Local area walk to visit the post office</p>	<p>To learn and talk about a contrasting environment (e.g. cold- Antarctica) To understand and talk about how and why environments differ to their own (e.g. focus on climate, animals, adaptation, plants, and physical features).</p>	<p>Use simple observational skills to explore the school grounds – Spring walk. Notice differences and make comparisons.</p> <p>identify important processes in the natural world around them including the seasons. Go on a bug hunt. And know what bugs can be found</p>	<p>Local area walk to the library.</p> <p>Trip to farm, finding out where different species of birds and animal come from & how they are suited to their habitats.</p> <p>Comment and ask questions about their immediate environment.</p>	<p>To learn about a contrasting environment (e.g. hotAfrica). To understand and talk about how and why environments differ to their own (e.g. focus on climate, animals, adaptation, plants, and physical features).</p>

Farsley Westroyd: Reception Curriculum (24-25)



	environment and where they might have been on holiday/ on a day trip. Name the school and area that they live in.	Awareness of address and posting letter to their address.	Whilst learning about Chinese New Year, locate China on a world map, Globe or Atlas.	in our locality. Comment and ask questions about their immediate environment.	Use photos and pictures to locate places on a simple map	and identify important processes in the natural world around them including the seasons. Comment and ask questions about their immediate environment
Kapow	Outdoor adventures: Nature catchers, Observational painting, Exploring seasons - Autumn To explore natural objects using the senses. To explore and make observations of the world around them. To begin to notice some of the features of the changing seasons.	Around the world: Home or Away, Exploring world landscapes & Polar explorers To compare features in the local environment to other places around the world. To compare different landscapes around the world. To explore and understand life in a cold place, comparing and contrasting it with our own lives. Outdoor adventures : Exploring seasons winter & explore the weather To begin to notice some of the features of the changing seasons. To describe the effects of different weather conditions.	Exploring Maps To find and name familiar features on maps. To consider shapes and positions of features when making a map. To build and describe a model of a familiar place. To describe a journey using found objects as prompts. To explore a range of maps. To apply their knowledge of maps to make their own. Outdoor adventures : Exploring seasons - winter To begin to notice some of the features of the changing seasons.	Around the world: Bears UK travels To compare contrasting places within the UK. Outdoor adventures : Exploring seasons - Spring, Explore the weather & Senses in nature To begin to notice some of the features of the changing seasons. . To describe the effects of different weather conditions. To use the senses to observe and talk about experiences whilst outside.	Around the world: City or country side To recognise the difference between city and countryside environments. Outdoor adventures : Exploring seasons - Spring/Summer & Dress teddy To begin to notice some of the features of the changing seasons. To begin to recognise seasonal weather conditions.	Around the world: Desert Explorers & Exploring world landscapes To compare different landscapes around the world. To understand the characteristics of desert environments, including climate and landscape. Outdoor adventures : Exploring seasons - Summer & Explore weather To begin to notice some of the features of the changing seasons. To describe the effects of different weather conditions.
Science						
Developing Experts Scientific knowledge	Our body (12346) Label parts of my body on a diagram Explain how different body parts can be used and give examples. Describe and explain how we use our eyes and nose to see and smell Explain how ears work Explain the functions of your mouth Understand the functions of your hair Understand similarities and differences in human beings Describe ways in which you are unique to others Know the different features of your body The senses (12345) Identify key senses of the human body Describe what senses can help us to do Name which parts of the body are linked by senses Explain that different materials can make different sounds Make a simple musical instrument Explain how to change a sound being made Understand sound as vibrations Explain how I use my sense of hearing and sight Draw and write items from memory using clues from my senses Feel an object without seeing it and describe it in detail Describe the taste of something Understand the words feel and taste identify key senses of the human body Describe what senses can help us to do	Health and safety (123) Identify where electrical appliances can be used Identify what I need to do to stay safe when using electrical appliances Explain why water and electricity do not mix Explain what a home needs to work Understand which materials are needed to build a home Explain the difference between different types of homes Identify safe strangers Explain where to go if I need help Understand the term 'stranger danger' Weather and seasons (1 2 6) Describe what clothes you need to wear in the rain Explain the differences between rain, ice and water Understand the role of clouds Understand seasonal changes Explain what happens during each season Describe what happens to a tree during the four seasons Understand wind direction Describe what causes wind Recall that wind is the movement of air Space (1 2) Understand how far planets are from the Sun Describe what different planets are like Know there are other planets in our solar system Explain why space travel is important Measure distance Design and make a rocket	Food (7) Follow instructions accurately Understand the process in making dough Use materials to shape and cut Materials (1234) Identify something that is living Identify something that is non-living Explain what something living has to have Explain what happens to chocolate when it starts to melt Explain what happens to chocolate when it starts to become hard Follow instructions Use a mould to make an ice cube Explain how ice is formed Describe the best conditions for melting ice Explain which material is the most absorbent Explain which material is good for different clothing Complete a simple test Weather and seasons (3) Explain what snow is Understand that snow melts when the weather gets warmer Model and construct using different media Animals (3) Explain why birds need to live in a nest Know the types of food birds feed on Identify birds based on their features.	Plants (all) Explain why a plant is a living thing and what it needs to live. Describe the features of a living thing. Know the difference between a living and a non-living thing Explain the life cycle of a plant. Label the key features of a plant. To Understand where plants come from. Explain what a plant needs to live Understand a plant grows from a seed. Know the features of a plant Insects (all) Understand which creatures are insects and invertebrates Describe the differences between spiders, flies and centipedes Name and draw the parts of an insect Understand the differences between insects and invertebrates Explain how many legs an insect has Describe what a habitat is Our body (5) Understand how humans grow Describe changes in our own bodies List some ways we have changed from a baby Weather & Seasons (4) Identify objects which are the same colour as the colours in the rainbow Understand how a rainbow is formed Investigate how to make a rainbow Food (6) Follow verbal instructions to make a mixture Describe the changes the batter mix goes through as it starts to cook Explain how to measure	Animals (1 2 4) Identify that animals are living things Know the difference between a living and non-living thing Use different media to create a model Explain what some animals' habitats are like and what they need to survive in their habitat Describe an animal's habitat Know where some domestic and wild animals live Explain how some products can be produced by an animal Understand the role farm animals have as a producer Know which animals live on a farm Food (4 5) Explain where eggs come from Understand stages of a chicken's life Name the parts of a chicken Understand how milk can be used to keep us healthy Explain what a cow produces Explain where milk comes from Weather & Seasons (5) Understand seasonal changes Explain what happens during each season Describe what clothes you might need for each season Machines (1 2) Explain what each mechanism does Understand a machine is made of many moving parts Talk about different types of mechanisms Explain how a machine helps us Identify some different types of machines Know what a machine is	Food (12 3) Understand the importance of staying healthy Describe a balanced diet Know the difference between healthy and unhealthy food Understand which vegetables grow overground or underground Name several types of vegetables Identify three different types of vegetables Identify if a fruit tastes bitter or sweet Use clues to identify a fruit Identify and describe a range of fruit Forces (1 2 4) Describe what happens when pushes and pulls oppose each other Suggest examples of pushes and pulls Identify if an action is a push or a pull Group objects based on whether they sink or float Explain what sink means Explain what float means Health and safety (4) Understand what first aid is Recall items in a first aid kit Apply a plaster and know what to do in an emergency Machines (3) Understand how to plan a journey Decide the most appropriate means of transport for each leg of the journey Name different types of vehicles Materials (5) Explain what I need to do to build the perfect sandcastle Measure accurately to compare Understand how to make a mixture
Scientific knowledge	Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather	Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.	Animals (Polar) Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live e.g., talk about animals which live in a cold place (while looking at Arctic/Antarctic). Describe arctic habitats.	Name some common flowers (daffodils/sunflower) Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower. Know and describe seasonal weather patterns	Name common animals (link to farm visit). To know how animals grow and change over time. Understand the key features of the life cycle of an animal. Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them	To understand how shadows are formed and the role light plays to create them. Make close observations of animals in the natural world. Make comparisons and identify similarities and differences.
Scientific Vocabulary	arm leg chest jump move hand finger feet walk run eyes nose face blink colour ears mouth hair eyebrows teeth freckles gene sibling different unique senses eyes sight taste touch trumpet reed ripple noise vibration senses hearing sight sound yellow taste senses colour sight taste buds	danger electricity energy rule safe house flat semi-detached terraced radiator trust uncomfortable police officer stranger danger strange rain ice rainforest cloud river wind movement air rise sail Autumn Winter snow bark season planet Solar System gas planet rocky planet Sun firework launch rocket travel Space	bird nest build mud grass noodles wheat flour grain bread non-living car toy bike scooter change solid liquid pan metal melt freeze cold set mould sheep fleece shear wool ball snowflake melt snowman cool cold	pancakes lemon scales sugar fry fly beetle insect ant invertebrate ladybird spider snail honey worm sap habitat greenfly food toast baby food grow hair teeth rainbow raindrop yellow arc blue plant seed nutrients soil water stem pink sunlight compost heap weeds garden roots	living tree adult non living young pet ocean habitat desert farm pig horse cow goat chicken egg lay fox chick cow milk cream cheese butter gear lever mechanism pulley wheel and axle Spring Summer warm bird Sun crane machine trolley wheel wheelbarrow	diet exercise tooth healthy fuel vegetable cabbage cauliflower celery radish apple orange pear strawberry fruit push pull press suck swing sink sea float boat force 999 burn cut first aid bucket sand sandcastle sculpture shovel plaster car bus transport bicycle aeroplane



RE							
People, Culture & Communities	Pennine Learning Scheme	<p>E.4 Who Belongs in my family and community?</p> <p>Recognise that we belong in our homes, families and local area. Describe the features of their house and state their address. Talk about their friends and say what qualities friends should display. Explain what being a friend means. Talk about how they should treat others Talk about the groups they belong to. Talk about people in school and their roles Explore and find out about faith groups that they and others belong to. Talk about the special friends of Jesus. Listen carefully to a story about Jesus' and say what happened in the story. Talk about how Jesus gave a good example of friendship Talk about our families. Notice how Hindu brothers and sisters show that they belong to each other.</p> <p>Religions covered: Christianity, Hindu Dharma, and non-religious approaches. Other religions will be included as appropriate for the class.</p>	<p>E.1 Which places are special to members of our community?</p> <p>Use the word 'special' to talk about somewhere important to them. Ask questions about special places Listen to why places are special for other people Talk about what is special to them and where special places are. Think about and talk about why these places are special to them. Name and talk about the church as a special place for Christians Talk about why churches are special places for Christians Experience stillness and times of reflection, responding to what they see, hear, smell, touch and feel. Name and talk about the mosque as a special place for Muslims Talk about why mosques are special places for Muslims. Name and talk about the Gurdwara as a special place for Sikhs Name and talk about the Mandir as a special place for Hindu Recognise and name some special places such as Church, Mosque, Gurdwara, Mandir and Synagogue Identify some features they have which are the same and which are different</p> <p>Religions covered. Christianity, Islam, Hindu Dharma, Sikhi (Judaism, Buddhism could also be included).</p>	<p>E.6 How do we understand and care for the world?</p> <p>Use their senses to explore and talk about the natural world around them. Notice changes that occur throughout the seasons. Create artwork in the outside area using natural resources and IT skills. Listen to and talk about the creation story from the Bible. Name something that Christians believe was created by God. Talk about why Christians believe they should be thankful and look after the world. Listen to and talk about the Jewish creation story in which G-d created the world. Talk about Shabbat as a day of rest with no work linked to the seventh day of creation.</p> <p>Religions Covered: Christianity, Islam, Judaism, Hindu Dharma and non-religious approaches.</p>	<p>E.3 Who cares for me and how do I help others?</p> <p>Recognise rules they are familiar with at school and home and talk about why they are needed. Talk about ways they can be helpful to others inc.pets Talk about the importance of Jesus for Christians and know he is a special person for Christians. Listen carefully to a story about Jesus' and say what happened in the story. Talk about Prophet Mohammed as a special person for Muslims. Listen carefully to a story about the Prophet Mohammed Talk about the prophet Mohammed's teaching about caring for others. Notice that Buddhists think it is important to care for all living things. Talk about what the story teaches about caring. Notice that Hindus think it is important to care for all living things. Find out about people outside their school or family who need help Talk about people in the wider world who need help</p> <p>Religions covered: Christianity, Buddhism, Hindu Dharma, Islam, and non-religious approaches.</p>	<p>E.2 Why are some objects special?</p> <p>Talk about pictures of different families and homes. Recognise that all families and homes are different and special. Name members of their family, especially those who live in their home. Notice differences and similarities between different homes. Talk about special objects and explain why they are special. Talk about someone they love and what is precious to them. Talk about how to show respect Recognise that touching a Mezuzah reminds Jewish people about God Talk about the Mezuzah including the scroll inside, recognising the script as writing Talk about the Torah as a special book for Jewish people. Look carefully at the Torah and recognise that it is a scroll with Hebrew writing. Talk about what the Bible is and compare a child's version and an adult's version Talk about objects that are special for Christians Talk about the Qur'an as a special book for Muslims Talk about what the Qur'an is and compare a child's version and an adult's version Talk about how Hindu families worship at home. Look carefully at the objects on a puja tray and say what they are used for. Religions covered: Christianity, Judaism, Islam, Hindu Dharma and non-religious approaches.</p>	<p>E.6 How do we understand and care for the world?</p> <p>Notice the common tradition of the creation story in Islam, Christianity and Judaism – that God created everything from nothing. Talk about the role of the Khalifa – someone who looks after the world. Listen to and explore the Hindu story of creation. Notice some sounds and images in relation to the Hindu story of creation. Continue to develop a sense of awe and wonder at the natural world. Talk about how we can care for our immediate environment. Show care and concern for living things e.g. grow and look after plants or pets. Talk about the responsibility of looking after the world either as a believer or non-believer.</p> <p>Religions Covered: Christianity, Islam, Judaism, Hindu Dharma and non-religious approaches.</p>
		<p>E.5 How do people celebrate special times? These will be incorporated into the term with which they fall in and will take into consideration the cohort.</p>					
		<p>Talk about their own celebrations and begin to notice the celebrations which are important to others. Talk about what happens at the Harvest festival. Begin to think about why Christians celebrate the Harvest. Talk about how Jewish people celebrate Rosh Hashanah at home and in the synagogue. Begin to compare how different religions celebrate similar beliefs. Talk about Chinese cultural festivals and how Chinese people celebrate the Mid-Autumn Festival. Describe what happens during Mid -Autumn Festival. Talk about and experience celebrations which include light, music and dancing. Begin to compare how different religions celebrate similar beliefs. Talk about how Jewish people celebrate Hannukah. Describe what happens in people's homes during Hannukah. Begin to make connections between symbols, e.g. light, at religious and cultural festivals in Autumn and Winter. Listen to and retell the Christmas story Talk about how Christians and others celebrate Christmas. Listen carefully to the story of Rama and Sita and understand that Hindus celebrate the happy ending to the story. Begin to think about how different religions celebrate the same festival. Talk about religious and cultural festivals. Describe what happens during Chinese New Year celebrations.</p>			<p>Listen to a story which is important to Sikhs. Talk about how Sikhs celebrate the good example of Guru Hargobind in caring for others. Talk about celebrations and notice the celebrations which are important to others. recognise that Hindu people celebrate Holi and describe what happens during the second day of Holi. Talk about how and why Muslims celebrate Eid. Learn about the story of Ibrahim and Ismael Understand that Muslims celebrate by being thankful Talk about the importance of caring for others Talk about how and why Sikh people celebrate Vaisakhi. Recognise celebrations and begin to notice the celebrations which are important to others. Listen to music played at the Vaisakhi festival and experience how music is key to celebrations, including the festival of Vaisakhi. Talk about traditions and celebrations linked to Lent. Recognise some cultural and religious celebrations. Listen to and retell the Easter story Talk about how Christians celebrate and remember Easter Sunday. Talk about how Christians remember Jesus at Easter time and listen to the stories they tell about him .Begin to recognise some symbols found at Easter and what they represent. Talk about how Jewish people celebrate Pesach Talk about special objects used by Jewish believers at Pesach. Begin to make connections between stories from the past and their importance to Jewish believers at Pesach Begin to think about how Christians share their 'good news' message about Jesus' birth. Talk about celebrations and begin to notice the celebrations which are important to others. Experience celebration through music and dance. Talk about different ways to celebrate. Talk about celebrations which include special meals and family celebrations</p>		
	<p>Respect Skill</p> <p>Respect special things in their own lives. To respect own and others belongings.</p> <p>Harvest</p>	<p>To recognise that people have different beliefs and celebrate special times in different ways. Diwali, Christmas Understand that some places are special to members of their community. Visit to church Christmas, Diwali,</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations. Chinese New Year</p>	<p>To understand the need to respect and care for the natural environment and all living things (link to nurturing plants following planting seeds).</p> <p>Eid / Lent</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations. Describe special events Easter</p>	<p>To understand the need to respect and care for the natural environment and all living things.</p>	
On - Going Through out the Reception Year	<p>Ongoing Understanding the World learning throughout the year (links to Science and Physical Geography) To explore the natural world around them and describe what they see hear and feel whilst outside. To understand the effect of changing seasons on the natural world around them – Autumn, Winter, Spring, Summer. Develop an understanding of growth, decay and changes over time. Begin to understand the need to respect and care for the natural environment and all living things. Use all of their senses in hands on exploration of natural materials. Understand some important processes and changes in the natural world around them - changing states of matter (link to weather). Explore and talk about different forces they can feel (link to weather – wind). To understand how to look after and care for animals. To 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 - link to countries where festivals are celebrated (e.g. China and India) and link to animals around the world (small world set ups – polar animals, deserts etc.)</p> <p>History To add to our class visual timeline, discussing what has happened over the course of the year. To show curiosity about the world around them by asking questions. To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc). To have an awareness of time and to be able to use simple vocabulary associated with it (e.g. before, now, next, after, later). To sing a range of nursery rhymes from the past. To understand 'the past' from reading a range of books in school. To be able to compare and contract characters from stories (including figures from the past). To understand the sequencing of the days of the weeks using daily songs and rhymes. To talk about a range of different occupations and compare these to the past (e.g. fire service, police service).</p> <p>RE</p>						

Farsley Westroyd: Reception Curriculum (24-25)



	<p>To know about familiar people within their community and talk about their roles in society. To be aware that people have different beliefs and celebrate in different ways. To have positive attitudes towards others and their beliefs. To understand a range of different occupations and show tolerance to these. To listen to and talk about stories from a range of different religions and world views. To learn to subject specific vocabulary. To use all their senses to encounter beliefs and practices. To be able to ask questions and talk about their own feelings and experiences. To learn how to appreciate and value human beings, recognising and encountering diversity. To talk about 'special places' for certain communities (e.g. church, mosque etc).</p> <p>Geography To take part in singing the weather song – noticing and talking about the weather and why it occurs (e.g. Rainbow – sun and rain, Ice etc). To take part in completing the daily weather chart, understanding that they live in United Kingdom, Leeds, Farsley. To be able to talk about the changes in the seasons and the effect they have on the world around them. To show curiosity about the world around them by asking questions. To be able to name some other places in the world.</p> <p>Science orking scientifically skills - Asking questions, making predictions, setting up tests, observing/measuring, recording data, interpreting and communicating results, evaluating. To enjoy exploring the natural world around them making observations. To show curiosity about the world around them by asking questions. To be able to draw pictures of the things they have observed. To be highly involved in weekly outdoor learning lessons. To know how they can look after the natural environment and know how to take care all living things. To know how to look after and treat the animals within school. To be able to describe the different things they can see, hear and feel whilst exploring outside. To understand the effect of changing seasons on the natural world around them. To make observations around various states of matter, and use a range of vocabulary to describe these (e.g. melting, freezing, condensing etc). To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.</p>					
<p>Early Learning Goals</p>	<p>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.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.</p> <p>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</p>					
<p>The Reception Year provides the foundation for many skills the children will build upon in Year one.</p>	<p>History How am I making History? How have toys changed? How have explorers changed the world?</p> <p>Geography</p> <table border="1" data-bbox="360 907 1257 1030"> <tr> <td data-bbox="360 907 573 1030"> <p>Autumn 2 What is it like here?</p> </td> <td data-bbox="573 907 921 1030"> <p>Spring 2 What is the weather like in the UK?</p> </td> <td data-bbox="921 907 1257 1030"> <p>Summer 2 What is it like to live in Shanghai?</p> </td> </tr> </table> <p>Science Animals Including Humans All About Me Seasonal Changes Everyday Materials Exploring Everyday Materials Everyday Materials Building Plants Animals Including Humans All About Humans</p>	<p>Autumn 2 What is it like here?</p>	<p>Spring 2 What is the weather like in the UK?</p>	<p>Summer 2 What is it like to live in Shanghai?</p>	<p>RE C1.5 Why are festivals important in a community? (Pathway 5) Christianity, Hindu Dharma, Judaism, non-religious approaches. F1.12 How and why do we care for others? (Pathway3) Christianity, Sikhi, Buddhism, non-religious approaches to life C1.6 Which books and stories are important? (Pathway 6) Christianity, Islam, and Sikhi.</p>	<p>F1.15 What did Jesus teach and how did he live? (Pathways 3 and 6) Christianity</p> <p>C1.1 What does it mean to belong a community of belief? (Pathway 1) Christianity, Hindu Dharma, Islam,</p>
<p>Autumn 2 What is it like here?</p>	<p>Spring 2 What is the weather like in the UK?</p>	<p>Summer 2 What is it like to live in Shanghai?</p>				



Expressive Arts and Design



STATUTORY EDUCATIONAL PROGRAMME: 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.

Expressive Arts & Design		Autumn 1 ME	Autumn 2 SEASONS & CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Creating with materials	Art & DT						
	Sculpture/3D work Construction	<p>Malleable - To revisit a range of malleable techniques when creating freely with playdough</p> <p>To begin to explore different ways of joining.</p> <p>Construction-To be able to select resources independently and constructs their own ideas.</p>	<p>Malleable- To use tools to add details to their creations (e.g. adding imprints, impressions, and patterns).</p> <p>Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue</p> <p>Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision</p>	<p>Construction - To learn how to ‘design’ what they would like to create, using drawings. To construct for a specific purpose, accessing a range of areas in the classroom.</p> <p>To select tools and techniques needed to join and assemble materials for a specific reason</p> <p>Kapow DT Junk Modelling To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.</p>	<p>Construction- To be able to talk about ‘forms and functions’ of the things they create. To begin to evaluate their creations.</p> <p>Kapow: Art Craft & Design Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.</p>	<p>Malleable - To use malleable materials to support imaginative play (e.g. making things to create a narrative about).</p> <p>Construction – To create things collaboratively, sharing ideas, resources, and skills Making own props/ puppets to retell a story.</p> <p>Kapow: Art Sculpture & 3D Creations Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Develop 3D models by adding colour</p>	<p>Construction- To be able to design, make and evaluate during independent play. be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.</p> <p>Kapow DT Structures To know that ‘waterproof’ materials are those which do not absorb water .To know that some objects float and others sink. To know the different parts of a boat.</p>
	Drawing/ Mark Making	<p>To give meaning to their marks</p> <p>To explore the marks made by a variety of mark making tools such as felt tips, chalk, oil pastels and wax crayon</p> <p>To take part in guided drawing to create representations of themselves and people (family drawings / portraits)</p> <p>Kapow: Art Drawing Marvellous marks Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing</p>	<p>To continue to take part in guided drawing activities.</p> <p>To draw shapes and begin to add specific detail.</p>	<p>Explore drawing on different surfaces and on different types of paper.</p> <p>To continue to take part in guided drawing adding more detail.</p>	<p>To show care and accuracy in their drawing.</p> <p>To be able to draw from an observation.</p>	<p>To produce more detailed work and explain what they have included.</p>	<p>To be able to draw from observation and using their imagination.</p> <p>To draw freely adds specific detail, adding colour.</p>
Printing/ Painting/Colour/	<p>To explore how to mix colours to create new colours.</p> <p>To use various painting resources to create a chosen effect (e.g. using ready mix paint and painting trolley). To be able to paint a self-portrait.</p>	<p>Painting To explore using powder paints, learning how to mix them independently (self-serving)</p> <p>To see what is happened when white is added.</p> <p>Kapow Art Painting & Mixed Media – Paint my world Explore paint, using hands as a tool. Describe colours and textures as they paint. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings.</p>	<p>Print repeating patterns.</p> <p>Use stencils to create patterns.</p> <p>To mix and use colours for a purpose</p> <p>To be able to create a wash background and combining colour in the style of Joan Miro.</p>	<p>To explore creating shades and tints using primary colours.</p> <p>To be able to paint from observation (e.g. Spring flowers, sunflowers/daffodils etc).</p> <p>Using 3D shapes to print patterns using paint.</p>	<p>To explore different shades of colour and how to make different shades/ make colours for a purpose</p> <p>experience: explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Explore using different brush types</p>	<p>To be able to confidently paint from observation and using their imagination, encompassing all Reception painting skills. to be able to create using own ideas and explain choices.</p> <p>Evaluate their own work and others, suggest how work can be improved.</p>	

Farsley Westroyd: Reception Curriculum (24-25)



	Textiles	To begin to explore weaving using in and out method.	To explore a range of textiles from other cultures (e.g. sari's').	To learn how to weave paper using a traditional weaving technique Knowledge: understand the purpose of different textiles/materials. e.g., winter clothing	To begin to use a needle and thread Kapow: DT Book marks To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object.	To be able to weave using range of materials (natural and manmade materials)	To explore a range of textiles from other cultures (e.g. African dress). Sewing using a pre- running stitch with natural resources
	Collage	To revisit joining techniques from the previous year group (e.g. ripping, snipping, scrunching, folding, rolling).	To be able to make a 'link' to join (e.g. making paper chains) Kapow Art Painting & Mixed Media – Paint my world Explore colours, patterns and compositions when combining materials in collage.	To be able to layer paper to create an effect (e.g. jungle landscape, penguin.. etc).	To be able to tie and knot	To be able to use a stapler to join materials.	To be able to join materials using string.
	Cutting	Use one handed tools and equip – make snips	Use scissors to cut a straight line	Use scissors to cut a curved line	Use scissors to cut shapes Kapow: Art Craft & Design Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting.	use scissors independently.	To cut with increasing accuracy Cut different materials To use craft scissors To use scissors for a particular purpose when combining different media and materials.
	Artist Study	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them. Each half terms children will learn about the named artist and create work in their style. Children will know - Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images.					
		Hanoch Piven	Megan Coyle	Joan Miro	Vincent van Gogh	Nick Bibby	Zaha Sadid
Being Imaginative	Music	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups.					
	Charanga	<p>Listen & respond Knowledge To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. Skills To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>Explore & create Knowledge - To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. Skills there are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: • Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. • Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the songs/. • Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. • Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p> <p>Singing Knowledge To sing or rap nursery rhymes and simple songs from memory. • Songs have sections Skills To sing along with a pre-recorded song and add actions. • To sing along with the backing track.</p> <p>Share & Perform Knowledge A performance is sharing music. Skills Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.</p>					
		Charanga unit: Me!	Charanga unit: My Stories	Charanga unit: Everyone	Charanga unit: Our World	Charanga unit: Big Bear Funk	Charanga unit: Reflect, Rewind, Reply
	Poetry & Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers Poetry: Leaves are Falling 5 Little Pumpkins	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Poetry: Who has seen the wind Shoes	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes Poetry: Popcorn	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Poetry: A little Seed	Big Bear funk Poetry: I have a little frog	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Poetry: A little Shell

Farsley Westroyd: Reception Curriculum (24-25)



	<p>Being Imaginative</p>	<p>To use a narrative within roleplay that is extended and supported by others. To use props and materials when role playing characters in narratives and stories. To respond to others in role. To retell a familiar story using small world or role play with support. To use actions to represent ideas and concepts To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places.</p>	<p>To invent, adapt and recount narratives and stories with peers and their teacher. To make up their own version of a familiar story or change parts of it. To independently retell a familiar story using small world, puppets, toys, masks. To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places. To extend more complex narratives building on contributions of peers.</p>	<p>To pretend to be someone else (e.g. hot seating activities). To imagine what a character would think, say, feel or do. To collaboratively develop more complex storylines in pretend play. To use the small world resources to tell original stories. To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places. To create representations of both imaginary and real-life ideas, events, people and objects.</p>
<p>On - Going Through out the Reception Year</p>	<p>Art & DT To construct with a purpose in mind, accessing a range of areas in the classroom. To safely explore a range of different materials. To be able to use a several techniques/ resources to join and assemble materials (e.g. cellotape dispenser, glue spreader, paper joining techniques, stapler, sting, hole punch etc). To be able to use a range of effects to express their ideas and feelings. To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary. To share their creations, talking about processes they have used. Children will explore a range of different printing resources throughout the year as part of their continuous painting provision. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Music To confidently sing a range of well-known nursery rhymes and songs. Enjoys performing songs, dances, rhymes, poems, and stories with others (or solo). Enjoys watching performances and can talk about the things they have experienced. To begin to move in time to music. Enjoys making music and have experience of playing a range of musical instruments. To listen attentively to music and talk about how the music makes them feel. To begin to create their own songs. Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place</p> <p>Being Imaginative Children will have the opportunity to enter imaginary worlds whereby they can consolidate their understanding of knowledge and skills through meaningful experiences, or to try out new ideas in a safe and familiar environment. Take part in simple, pretend play often based on familiar experiences, e.g., making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or role-play</p> <p>All Areas Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings. Continue to explore and engage in music making and dance, performing solo or in groups. The children will have daily, continuous access to a wide range of open ended resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and/or experiences.</p>			
<p>Early Learning Goals</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. 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>			
<p>The Reception Year provides the foundation for many skills the children will build upon in Year one. Year 1 follow Kapow for Art/ DT/ Charanga for Music</p>	<p>Art Drawing: Make your mark Sculpture and 3D: Paper play Painting and mixed media: Colour splash Craft: Woven wonders (Lesson 1, 2 and/or 3)</p>	<p>DT Autumn 2 Textiles: Puppets Spring 2 Structures: Constructing a windmill Summer 2 Cooking and nutrition: Smoothies Mechanisms: Making a moving story Book (Lesson 1)</p>	<p>Music-Charanga Hey You! Rhythm in the way we walk and Banana rap In the grove Round and round Your imagination Reflect, rewind and replay</p>	

