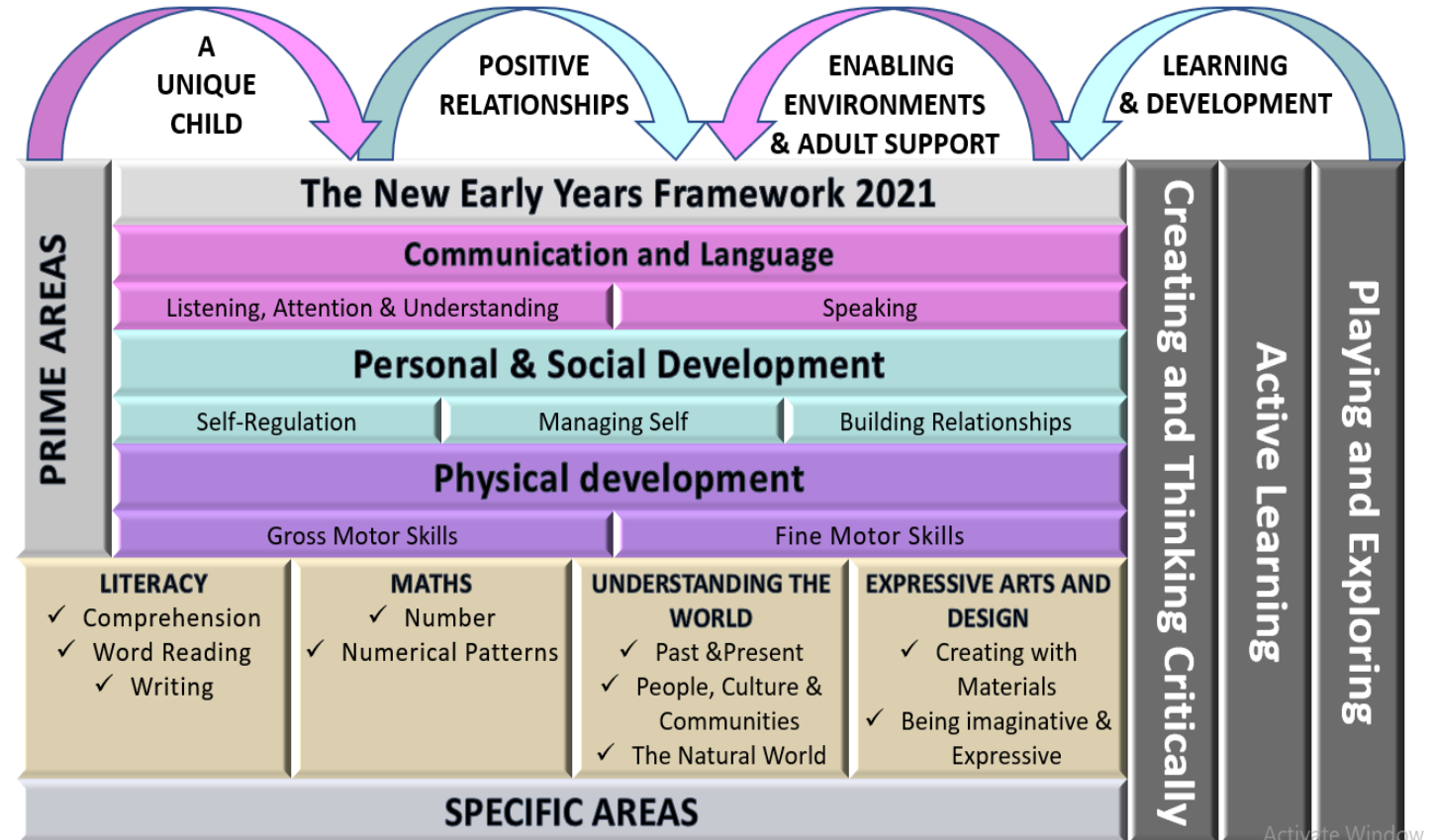


Reception Curriculum 2022-2023

"At Pinewood, we aim to 'Make Learning Irresistible'. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Pinewood Pride!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey

The EYFS Team at Pinewood



Our Curriculum at Pinewood



- R** Remembering
- O** Opportunities
- O** Outcomes
- T** Talk
- S** School values

Reception Curriculum Plan 22-23



AUTUMN 1



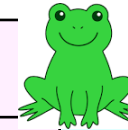
AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

General Themes

NB: These themes may be adapted at various points to allow for children's interests

Magical Me!

Starting school / my new class /
New Beginnings
People who help us / Careers
My family / PSED
focus /relationships/feelings
What am I good at?

Let's celebrate!

Bonfire night celebrations
Diwali
Little Red Hen – Harvest
The Nativity
Christmas Lists
Letters to Father Christmas

**Splish Splash
Splosh!**

Arts & Design focus: Renoir
Umbrellas
Weather / seasons

The Great Outdoors!

Plants & Flowers
Life cycles
Planting beans/seeds
Where do we live in the UK
/ world?
Farm
Fairytale

Amazing animals!

What lives in our pond?
Habitats
Life cycles
Minibeasts
Fairytale

Ticket to ride!

Transport past and present
Where in the world shall we
go?
Send me a postcard from the
pasts
Marine life/keeping our
oceans clean
Pirates

High quality Texts

2 days: new class/Cats/Panthers
1.Incredible you/The Colour
Monster
2.The big book of families
3.I want a Pet
4.Im afraid your teddy has been
in trouble today
5.Doctor Dog
6.Supertato

1. Guy Fawkes: Recount
2. Room on the Broom
3. The Bear and the Scary Night
4 & 5. Little Red Hen (x2 weeks)
T4W
6. Stick Man
7. Writing instructions for
Christmas craft
8. (3 days) Our Christmas Wish

2 days on New Year
1. One Snowy Night
2. The Winter Hedgehog
3. The Big Umbrella
4. The Rainy Day
5.Shark in the Park

1 & 2. Jack and the Beanstalk
(2 weeks talk for writing)
3 & 4. Non-Fiction Ducks
5. What the Ladybird Heard
6. Re-count Whitepost Farm

1 & 2 The 3 Billy Goats Gruff
3. Oi Frog
4. Mad About Minibeasts
5. The Crunching Munching
Caterpillar
6. Spider Sandwiches

1. Oi get off our train
2. The naughty bus
3&4. Mr Gumpy's Outing
5. Who swallowed Stanley?
6. Home for a pirate
7. Pirate Pete
3 days transition

**'Wow' moments /
Enrichment**

Family photos
Pets in
Nurse /police officer visit
Diwali Day 24th October
National Poetry Day 6th
October

Guy Fawkes / Bonfire
Night/firefighter visit
Remembrance Day
Making bread (little Red Hen)
No pens day (to be decided in
November)
Christmas Time / Nativity/Santa
Brookfields Christmas trip

Art exhibition
Chinese New Year 1st
February
Take One Picture
Hobbucks (Winter Hedgehog
week)
National Handwriting day
23rd January
National storytelling week:
30th Jan-6th Feb

Living eggs in (week 3)
Planting beanstalks
Mother's Day
World Book Day 2nd March
Farm trip
Easter bonnet parade/egg
rolling/decorating
World Book day 2nd March
World Poetry day 21st March

Caterpillars in
Frogspawn in classroom or
pond visits
Hobbucks (Minibeast week)

Trip on a bus with a picnic
Map work - Find the
Treasure
End of year family picnic



Reception Curriculum Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Lets Celebrate!	Splish Splash Splosh!	The Great Outdoors!	Amazing Animals!	Ticket to Ride!
COEL OVER ARCHING PRINCIPLES	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: Pinewood, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team</i></p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

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Reception Curriculum Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Lets Celebrate!	Splish Splash Splosh!	The Great Outdoors!	Amazing Animals!	Ticket to Ride!
BRITISH VALUES SHARING CIRCLES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term Phonics assessments EYFS team meetings GLD Projections for EOY	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments	Local schools moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments	Local schools moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments LA moderation training EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Welcome meeting Open door policy Seesaw involvement Family photos	Seesaw involvement Nativity Parents Evening Reading workshop	Seesaw involvement Art exhibition Hobbucks trip	Seesaw involvement Parents Evening Easter bonnet parade Farm trip	Seesaw involvement Hobbucks Baby photos	Seesaw involvement Reports End of year family Picnic Bus trip



Diversity Texts to be read throughout the year during story time sessions (F1 & F2)

BAME main characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies



Reception Curriculum Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Lets Celebrate	Splish Splash Splosh!	The Great Outdoors	Amazing Animals	Ticket to Ride
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Word Aware and Talk Boost interventions. Daily story time using high quality texts (from the EYFS brilliant reads list)	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Wellcomm intervention Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Develop vocabulary: Word aware Wellcomm interventions Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Remember key points from a story Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary Discuss familiar celebrations	Tell me why! Develop vocabulary: Word aware Wellcomm intervention Ask's how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Explain to me! Wellcomm intervention Word Aware: explore vocab Reciting poems and songs Tell me a story - retelling stories: talk for writing Articulate a life cycle Listen to and engage in and talk about selected non-fiction Articulate my ideas and thoughts into well-formed sentences Ask questions to find out more recount an experience	Rhyme time! Wellcomm intervention Word Aware: Explore Vocab Learn and recite, poems and songs Rhyme/rhyming sentences I can continue a rhyming string Re-tell a story/fairytale Describe events in some detail: frog life cycle	Tell me about differences? Wellcomm intervention Word Aware: Explore Vocab Talk about similarities and differences between things in the past and now (transport) Talk about the experiences I have had at different points in the school year (end of year video)



Reception Curriculum Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Lets Celebrate!	Splish Splash Splosh!	The Great Outdoors	Amazing Animals!	Ticket to Ride!
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 .					
Managing Self	<u>SCARF: Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) <u>Know that some actions and words can hurt others feelings.</u>	<u>SCARF: Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>SCARF: Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe SMART rules	<u>SCARF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) Caring for animals/ducklings/frogs	<u>SCARF: Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger <u>Me and my body, girls and boys</u> Transition into Year 1 Year 1 readiness
Self regulation						
Making relationships						
	<p>Early learning Goals: 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>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p>					



Reception Curriculum Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Lets Celebrate!	Splish Splash Splosh!	The Great Outdoors!	Amazing Animals!	Ticket to Ride!
Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor Weekly Cosmic Kids Yoga Lesson	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 .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
	NEXT LEVEL SPORTS: Multiskills Know how to: Balance Different ways of moving Awareness of space Travelling with confidence Refining fundamental skills Speed adjustment	NEXT LEVEL SPORTS: Games Know how to: Ball skills: throwing, catching, kicking, pass, strike Throw/aim with control Using different sized balls Follow the rules of a game	NEXT LEVEL SPORTS: Dance Know how to: Move energetically Copy basic actions and movements Move to music Negotiate space I can perform teacher led warm ups Create movement in response to music	NEXT LEVEL SPORTS: Gymnastics Know how to: Balance Core muscle strength Jumping and landing Awareness of space Copy a simple sequence Travel with confidence Use equipment safely Move fluently Body shape/positon/movement	NEXT LEVEL SPORTS: Cricket Know how to Follow the rules of a game Use a racket I can join in with a game	NEXT LEVEL SPORTS: Athletics Know how to: Running skills Jumping and maintaining balance Agility Sports day
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					




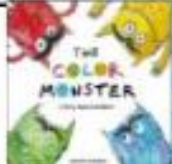






















Reception Curriculum Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Lets celebrate!	Splish Splash Splosh!	The Great Outdoors!	Amazing Animals!	Ticket to Ride!
Literacy	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)					
Comprehension - Developing a passion for reading Children will visit the library bus weekly	Know how to talk about events and characters in a story read to me Join in with rhymes and stories Know how to fill in missing words from well known rhymes Show preference for a book, song or rhyme	Know how to use words that I know to check my reading makes sense Know how to demonstrate understanding when talking about what I have read Repeat words or phrases to check my reading Show interest and answer simple questions about the text	Say what I like and do not like about a text Know how to say rhymes by heart Sometimes notice errors Begin to notice if my reading makes sense and looks right Anticipate key events in stories (ELG) Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)			
Word Reading	Phonic Sounds: Whole class Pink 2 band To link most sounds to letters To segment and blend words orally To recognise words that rhyme To begin to blend and segment in order to read vc and cvc words To begin to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print To read some Phase 2 words including some tricky words To show interest and answer simple questions about the text	Phonic Sounds: Whole class Red band To locate and recall the title To read with 1-1 correspondence To read and understand simple sentences To use phonic knowledge to read and decode regular words To read all Phase 2 words To read some of Phase 3 words To read some common irregular words (Phase2/3) To link all sounds to letters To make my reading sound like talking, putting words together To solve simple words by blending sounds and check what read makes sense and sounds right To check my reading makes sense To demonstrate understanding when talking about what I have read To repeat words or phrases to check my reading	Phonic Sounds: Whole class Yellow band To use familiar words and phonemes to help me read and blend sounds in unfamiliar words To read phase 3 words (decodable and tricky) To follow print with my eyes relying less on finger pointing To begin to take note of punctuation e.g. pause at full stop To re-read books showing increased accuracy and fluency To begin to notice if my reading makes sense and looks right To think about what I already know to help me with my reading To say what I like and do not like about a text To say rhymes by heart To sometimes notice errors			

Reception Curriculum Plan 22-23



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gen es	Magical me	Lets Celebrate!	Splish Splash Splosh!	The Great Outdoors	Amazing animals!	Ticket to ride!
<p><u>Writing</u></p> <p>TFW used as stimulus across the year</p> <p>Texts may change due children's interests</p> <p>Children all have their own writing 'snappy target' starting Spring term 1</p>	<p>Texts as a Stimulus:</p> <p>Incredible you Colour Monster The Big Book of Families I Want a Pet Im afraid your teddy has been in trouble today Dr Dog Supertato</p> <p>I know how to identify or write 10+ graphemes on hearing corresponding phonemes</p> <p>I know how to hear and say the initial sounds in words</p> <p>I know how to blend and segment words orally</p> <p>I begin to know how to write phase 2 words.</p> <p>I know how to make a good attempt to write my first name</p>	<p>Texts as a Stimulus:</p> <p>Guy Fawkes non fiction Room on the Broom The Bear and the Scary Night The Little Red Hen Stick Man Instructions for Christmas Craft Our Christmas Wish</p> <p>I know how to form correctly most of the 10+ lower case letters</p> <p>I begin to know how to use a tripod grasp.</p> <p>I know how to say a clause to complete a sentence that is said aloud e.g. 'When we went to the beach today...we ate ice-cream, it was hot.</p> <p>I know how to write from left to right across the page</p> <p>My writing will usually need mediation.</p> <p>I know that a full stop comes at the end of a sentence</p>	<p>Texts as a Stimulus:</p> <p>2 days New Year One Snowy Night The Big Umbrella The Rainy Day Shark in the park</p> <p>I know how to write 20+ graphemes on hearing the corresponding phonemes</p> <p>I know how to segment and make plausible attempts at spelling some CVC words</p> <p>I begin to use phonic knowledge to write simple regular words</p> <p>I know how to write most phase 2 words</p> <p>I know how to write my first name</p> <p>I know how to form correctly about 15-20 lower case letters</p> <p>I begin to know how to use finger spaces to separate words.</p>	<p>Texts as a Stimulus:</p> <p>Jack and the Beanstalk (2 weeks talk for writing) Non fiction ducks What the ladybird Heard Whitepost Farm Recount</p> <p>I know how to form a few capital letters correctly.</p> <p>I mostly know how to use a tripod grasp.</p> <p>I know how to make up my own phrase or short sentence to express my thoughts aloud about stories, my paintings or drawings, or my own experiences</p> <p>I know how to attempt to write short sentences, captions, lists and labels</p> <p>My writing may still need mediation</p> <p>I sometimes know how to use full stops at the end of sentences</p>	<p>Texts as a Stimulus</p> <p>Oi Frog Crunching Munching Caterpillar Mad About Minibeasts The Billy Goats Gruff (x2 weeks) Talk for Writing Spider Sandwiches</p> <p>I know how to identify or write 40+ graphemes on hearing the corresponding phonemes</p> <p>I know how to spell words with consonant clusters and simple digraphs (e.g. frig, hand, see, chop, storm, splash)</p> <p>I know how to write my first name with the correct letter sizes and a capital letter at the start</p> <p>I know how to write recognisable letters, most of which are correctly formed (ELG)</p> <p>I know how to form some capital letters correctly.</p> <p>I know how to hold a pencil comfortably and correctly using a tripod grasp.</p>	<p>Texts as a Stimulus:</p> <p>Oi Get Off Our Train The Naughty Bus Mr Gumpy's Outing x2 Who Swallowed Stanley? Home for a Pirate/Pirate Pete The Pirates Next Door</p> <p>I know how to retain and write down a sentence that I have orally rehearsed.</p> <p>I know how to write simple phrases and sentences that can be read by others (ELG)</p> <p>My writing can be understood without mediation.</p> <p>I know how to start to use full stops and capital letters in the right places.</p> <p>I mostly know how to use finger spaces to separate words. I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p> <p>I know how to write some irregular common words e.g. Phase 2 words and some Phase 3 (e.g. I, the, he, said, of)</p>

	Autumn 1 (7 weeks) – Magical Me	Autumn 2 (8 weeks) – Let's celebrate!	Spring 1 (6 weeks) – Splish! Splash! Splosh!	Spring 2 (6 weeks) – The Great Outdoors!	Summer 1 (6 weeks) – Amazing Animals!	Summer 2 (8 weeks) – Ticket to Ride!
Foundation 2 Foundation Quality Texts as a stimulus:	   <p><u>Fiction:</u></p>      <p><u>Fiction:</u></p>   <p><u>Non-Fiction:</u></p> <p>Name writing Shopping lists Sign writing Captions & labels Initial and middle sounds in words</p>	<p><u>Fiction:</u></p>     <p><u>Non-Fiction:</u></p>  <p>Guy Fawkes Instructions for a Christmas Craft Instructions for making a potion Writing their wishes for the new year Letter writing Name writing Captions and labels Sequencing events</p> <p>Talk for Writing unit</p>	<p><u>Fiction:</u></p>    <p><u>Non-Fiction:</u></p> <p>New Year Weather Report Captions Rhyming words</p> <p>Introducing exciting adjectives Simple sentence writing</p>	<p><u>Fiction:</u></p>   <p>Talk for Writing (Jack and the Beanstalk) Creating own story maps and write short sentences to accompany Speech bubbles Character descriptions</p> <p>Sentence writing</p> <p><u>Non-Fiction:</u></p> <p>Writing own non-fiction books about ducks White-post Farm Recount Writing captions and labels</p>	<p><u>Fiction:</u></p>   <p>Creating own story maps Speech bubbles Lists and labels Sentence writing with 'and' as a conjunction</p> <p><u>Non-Fiction:</u></p>  <p>Rhyming sentences Writing life cycles Writing bug descriptions</p>	<p><u>Fiction:</u></p>   <p>Re-writing sections of a story Creating our own characters</p> <p><u>Non-Fiction</u></p>  <p>Writing wanted posters for a pirate puppet List writing</p>




Reception Curriculum Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Lets Celebrate	Splish Splash Splosh!	The Great Outdoors	Amazing Animals	Ticket to Ride
Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i>	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 additoinbe afraid to make mistakes.					
	1 week 2 days: baseline/getting to know you Matching & Sorting Comparing amounts Compare size/mass/capacity Exploring patterns Night and day time	Representing/composition and comparing 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Mass & Capacity Length & Height	Zero and comparing numbers to 5 Composition of 4 & 5 Number pairs within 5 Representation of 6,7 and 8 Composition of 6,7 and 8 2 days re-capping	9 and 10 Comparing numbers to 10 and 1 more/1 less Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns beyond 10/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Addition/subtraction re-cap Doubles Sharing and grouping Odd and Even Deepening understanding x2 weeks Consolidation x2



Reception Curriculum Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Lets Celebrate	Splish Splash Splosh!	Great Outdoors	Amazing Animals	Ticket to Ride
Computing Our aim is that children leave Pinewood: - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems						
	Identify everyday technology: links to technology at home Make marks on a digital device to communicate their ideas To screenshot using the home and lock buttons interact with simulation software - use a package to produce a picture on screen - understand that 'output' is the result of a trigger (pressing the play button) - control a programmable toy - talk about how everyday technology is controlled SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	To know that ICT may be used to communicate information electronically To know that digital devices can present information in a variety of ways To navigate their way around an iPad and operate several apps confidently To understand the basic functions of an iPad (home button, lock button and volume buttons) SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	Use a range of devices to record information in a range of formats (text, image, sound) Interact with multimedia software: children to send a video to parents on Seesaw SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	Identify how technology is used to share information (Google Maps) SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true	To know that information may be stored on a digital device - explore a website - collect and sort information using ict - produce a simple program SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true

General Themes		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2							
		Magical Me!		Lets Celebrate!		Splish Splash Splosh!		The Great Outdoors!		Amazing Animals!		Ticket to Ride!							
<p>Understanding the world RE / Festivals</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>History links</p> <p>Geography links</p> <p>Science links (Know and understand some important processes and changes in the natural world around them including the seasons: covered every term)</p> <p><u>Some Knowledge progression is ongoing (see KP maps)</u></p>		<p>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.</p>																	
		<p>Know and discuss past evens in their own life and or in the lives of family members (Set up 'My Year at Pinewood' display & roadway of our half term's learning) Know about some of the experiences they have had at different points in the school year</p> <p>Know the names of people who are familiar to them and can describe their role</p> <p>know how they have changed since they were born</p> <p>Know how to sequence some events in their lives</p> <p>Know and talk about past events in own life and experience</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>know about and discuss past events in their own life and/or in the lives of family members (magical me)</p> <p>Know about similarities and differences between themselves and others</p> <p>Know when an image represents a familiar situation in the past (old household items)</p> <p>Know and name body parts</p> <p>Draw pictures of animals (pets)</p> <p>Know that a information can be drawn from a simple map (classroom map) and draw a simple map & Know about places in and around school</p> <p>Know about places in and around school</p>			<p>Know about characters from stories including figures from the past (eg: Guy Fawkes)</p> <p>Know some facts about events or people from the past that they recall from stories they have read/heard</p> <p>Know how to compare and comment on images of familiar situations in the past particularly in the books they have read/heard</p> <p>Know and talk about significant events from their own experience with increased vocab</p> <p>I know how to talk about why things happen: making bread</p> <p>Know that Google Earth can be used to explore and have looked for familiar landmarks (London: Guy Fawkes)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know that we live in Arnold a part of Nottingham/Know that we live in England</p> <p>Know how to use everyday language to talk about position and distance (maths too)</p> <p>Know about the features of their own immediate environment at a simple level</p>			<p>Know about some of the experiences they have had at different points in the school year: timeline</p> <p>Know and understand some important processes and changes in the natural world around them, including changing states of matter (ice experiment/exploring water play)</p> <p>Know and understand some important processes and changes in the natural world around them, including the seasons (winter)</p> <p>Know there are lots of countries in the world that are all different (China) similarities and differences: google Earth</p> <p>Know how familiar environments might vary from one another e.g. the Hobbucks and Arnold</p> <p>Know and discuss their local environment: Maps of local area Comparing places on Google Earth – how are they similar/different?</p>			<p>Know how to talk about some of the things I have observed such as plants, animals, natural and found objects: growing beanstalks, ducks...</p> <p>Know how to ask questions about aspects of my familiar world such as the place I live or the natural world</p> <p>Know what a plant needs to grow/Know and understand the key features of the life cycle of a plant /Know and start to develop an understanding of growth, decay and changes over time: growing plants</p> <p>Know how to draw picture of plants</p> <p>Know and understand the key features of the life cycle of an animal (ducks/farm)</p> <p>Know and understand some important processes and changes in the natural world around them, including the seasons (spring)</p> <p>Read a growing story</p> <p>Maps of our school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p> <p>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</p> <p>Know that the seasons change and the differences between them eg: cold in winter, warmer in summer</p>			<p>Know about some of the experiences they have had at different points in the school year: timeline</p> <p>I know how to show care and concern for living things in the environment</p> <p>Know and understand the key features of the life cycle of an animal (frog)</p> <p>Know how to show care and concern for living things in the environment</p> <p>Know and describe similarities and differences in relation to living things</p> <p>know and describe the habitat of familiar animals</p> <p>Know how to talk about why things happen and how things work</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>I know why things occur in my local environment</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 (old transport)</p> <p>Know when an image represents a familiar situation in the past</p> <p>Know about some of the experiences they have had at different points in the school year</p> <p>Know how to talk about ways in which I can look after my environment (litter/pollution)</p> <p>Know how human actions impact on the environment</p> <p>Know how to recognise some environments that are different to the one in which I live. Transsport in Antarctic</p> <p>Know and understand some important processes and changes in the natural world around them, including the seasons (Summer)</p> <p>Look at the difference between transport in this country and Kenya and the Antarctic Know that countries might be different from each other</p> <p>Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps</p>		
		<p>Which people are special and why? Being special: where do we belong? Belonging to their family/routines Being part of the Cats/Panthers/Pinewood family Special people Which stories are special and why? Diwali Special times from</p>			<p>What times/stories are special and why? Christmas story/celebrations special times</p>			<p>What times are special and why? Chinese new year</p>			<p>What times/stories/places are special and why? Easter /Church at Easter</p>			<p>What is special about our world? Awe and wonder: growth and change of animals</p>			<p>What is special about our world? What is special about our world? Summer Solstice/seasons</p>		



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Lets celebrate!	Splish Splash Splosh!	The great outdoors!	Amazing animals!	Ticket to ride!
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p><u>Drawing (including colour, patter, texture, line, form, space and shape</u></p> <p>Know how to draw a picture of a person with definite, clear features and body parts (self-portrait)</p> <p>Know that I can use lines to enclose a space and then begin to use these shapes to represent objects</p> <p>Know how to draw to communicate and express ideas and feelings</p> <p>Know and securely demonstrate a range of gross motor movements which underpin the mechanics of drawing</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (DT) Modelling using the workshop resources</p>	<p><u>Painting</u></p> <p>Know how to produce a piece of artwork using an artists style as a stimulus (Cai Guo Qiang) Firework paintings</p> <p>Know how to select colour for a purpose (firework paintings)</p> <p>Begin to know how mixing colours can change a colour (fireworks/night sky colours)</p> <p>Know how to use a variety of tools when painting eg: brush, sponges, fingers, hands, sticks, rollers</p> <p>Know how to follow a recipe with support (DT) Making bread</p> <p>Know how to use a rolling pin to alter the appearance of malleable materials (DT)</p>	<p><u>The work of artists/designers</u></p> <p>Know how to produce a piece of artwork using an artists style as a stimulus (Renoir)</p> <p>To know about a famous artists and my likes and dislikes</p> <p>Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings</p> <p>Know the different techniques for joining materials, such as using tape, glue (DT) (making a character with moving parts linked to topic books</p>	<p><u>Printing</u></p> <p>Know how to experiment with print using paint and objects (natural objects)</p> <p>Know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing)</p> <p>Know how to choose the right resources to carry out a task/plan (DT) Set out a range of resources for them to make their own cage for a cow (mini scale!)</p> <p><i>Construction elements from knowledge progression overviews are continuous (Under make in DT & sculpture/3D form in art)</i></p>	<p><u>Sculpture/3D form</u></p> <p>Know that some food is healthy and some food is not (DT) Done through SCARF</p> <p>Know how to follow basic hygiene rules (DT) Done through SCARF</p> <p>Know how to produce a piece of artwork using an artists style as a stimulus (Anna-Collette Hunt)</p> <p>Know how to effectively and safely use simple tools to change materials</p> <p>Know how to manipulate materials to create a desired outcome (clay minibeasts)</p>	<p><u>Collage</u></p> <p>Know how to can combine media to make a collage (sea Scene)</p> <p>Know how to select, cut, assemble, tear, stick and collage different materials (making transport for a teddy)</p> <p>Share their creations, explaining the processes they have used</p> <p>Begin to know how a product moves (DT) making a moving vehicle</p> <p>Beginning to know how to build on my previous learning, refining ideas and developing my ability to represent them (DT)</p>

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Work will be displayed in the classroom
lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.










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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Lets celebrate!	Splish Splash Splosh!	The great outdoors!	Amazing animals!	Ticket to ride!
Music <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Work will be displayed in the classroom</i> <i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Sing 1 – I've got a grumpy face Know an increasing repertoire of familiar songs know how to sing in a group or on my own, increasingly matching the pitch and following the melody Know a variety of rhymes, poems and songs Knows how to express how a piece of music makes them feel Know how to move in time in response to music	Listen 1 – The sorceress apprentice Know how to engage in music making and dance, performing solo or in groups Know how to move in time in response to music Know how to respond to what they have heard in different ways Know how to tap out and repeat simple repeated rhythms Know how to play along to the steady beat of a song they are singing or music they are listening to Sing 2 – Witch witch witch Know an increasing repertoire of familiar songs know how to sing in a group or on my own, increasingly matching the pitch and following the melody	Painting focus	Sing 5 – up and down Know how to tap out and repeat simple repeated rhythms Know how to engage in music making know how to sing in a group or on my own, increasingly matching the pitch and following the melody	Sing 7 – Down there under the sea Know an increasing repertoire of familiar songs know how to sing in a group or on my own, increasingly matching the pitch and following the melody Know a variety of rhymes, poems and songs Listen 3 – oh so quiet Dynamic sounds Recap on other knowledge progression points.	Sing 8 – slap clap clap Sing 9 – Bow bow bow belina Recapping on all the knowledge progression points.

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Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

 Communication and Language	 Personal, social, emotional development	 Physical Development	 Literacy	 Maths	 Understanding the World	 Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>