

Substantive Knowledge

Disciplinary Knowledge

In BOLD -Sticky Knowledge Revisited

	HERE		NEAR		FAR	
Learning Journeys	Autumn 1 Home From Home	Autumn 2 Let's Celebrate	Spring 1 Yo-Home! Yo-Home!	Spring 2 Jurassic Coast: Our Home Rocks!	Summer 1 Around the World	Summer 2 From Broadstone to Beyond
Enquiry Question	Who am I?		Where do I live?		Where can I go?	
Events/foci in addition to children's initial interests and fascinations.	Transition Baseline Building secure relationships between children and adults Modelling and embedding routines School Tour Visits from Emergency Services	Autumn Walk – Week 1 Halloween Bonfire Night World Nursery Rhyme Week Anti-Bullying Week Divali Christmas Hanukkah School Trip	Winter Walk – Week 1 New Year Resolutions Revisiting routines and expectations. Valentine's Day Well Being Week Visit from Poole Museum	Spring Walk – Week 1 Easter Mother's Day World Book Day Science Dome Visit	Summer Walk – Week 1 Crazy Creatures Visit	Transition to Y1 School Trip
Songs and Rhymes (Covered through Charanga Scheme)	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	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	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	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Ten in the bed Farmer in the den Ten green bottles Little Bunnies	Pupil's choice
A Springdale Child will:	<ul style="list-style-type: none"> *Be confident to approach adults and peers to share their wants and needs *Listen to the ideas and wants of others and respond appropriately *Use their words to say how they are feeling *Speak in full sentences, which may not always be grammatically correct *Be confident to share ideas in a small group *Listen with increasing attention to stories, anticipating repeated refrains and answering simple retrieval questions 		<ul style="list-style-type: none"> *Be able to listen for an extended period during whole class inputs *Recall key knowledge shared by an adult *Speak in full sentences which are increasingly grammatically correct *Accurately speaking in complex sentences *Listen to stories, answering questions, making simple inferences and explaining why things happen *Use language to solve problems and conflict *Be confident to share ideas to a larger group 		<ul style="list-style-type: none"> *Effectively communicate their wants, feelings and needs to their peers, familiar adults and wider school community. *Adapt their level of formality depending on their audience *Elaborating on their ideas using ambitious language and taught vocabulary *Use connectives to justify and explain their ideas *Apply taught vocabulary within daily discourse 	

	<ul style="list-style-type: none"> *Follow 1 step instructions *Begin to use new vocabulary *Address adults and peers by their names 		<ul style="list-style-type: none"> *Follow 2 step instructions *Use taught vocabulary in new contexts *Ask questions to find out more 		<ul style="list-style-type: none"> *Maintain concentration when engaged in another activity *Following a series of instructions and asking for clarification when unsure 	
Key Vocabulary	Rhymes Poems Songs Listening Ears Listening Face Magnet Eyes Sentence Vocabulary Story Instruction Fiction		Inference Retrieval Question Explain Sequence Connect Describe Non-Fiction Facts Information		Revisit taught vocabulary	
Communication and Language <i>*links to Development Matters and Early Learning Goals*</i>	We want children to know... *Many rhymes, songs, poems and be able to talk about books *How to listen carefully and know why listening is important *How to say a sentence of 4 – 6 words *How to join sentences using connectives like 'and' and 'because' *New topic vocabulary We want children to know how to... *Engage in story times	We want children to know... *New topic vocabulary. *The meaning of social phrases and use them *The difference between a fiction and non-fiction books. *Many rhymes and be able to talk about books We want children to know how to... *Use new vocabulary in different contexts and throughout the day *Articulate my ideas and thoughts in well-formed sentences.	We want children to know... *Learn new vocabulary *Features of a non-fiction book *The difference between a fiction and non-fiction books. We want children to know how to... *Ask questions to find out more *Follow 2 step instructions *Retell a story, once they have developed a deep familiarity including story	We want children to know... *New vocabulary and use it in context. *Features of a non-fiction book We want children to know how to... *Use new vocabulary in different contexts *Ask questions to find out more *Articulate ideas in well-formed sentences *Connect one idea or action in another using a range of connectives	We want children to know... *Key story language sentence starters eg. once upon a time, unfortunately, fortunately, the end We want children to know how to... *Speak in past, present and future tenses *Retell a story, with a deep familiarity. *Listen to stories attentively in a range of situations *Listen to stories, accurately	We want children to know... *Rhymes, poems and songs We want children to know how to... *Ask questions to clarify understanding *Describe events in some detail. *Listen attentively and respond to what they hear with relevant questions, comments and actions *Offer explanations

	<ul style="list-style-type: none"> *Sing a large repertoire of songs *Listen carefully to rhymes and songs, paying attention to how they sound *Listen to and talk about stories to build familiarity and understanding * Pay attention to more than one thing at a time *Start a conversation with an adult or a friend and continue it for many turns *Enjoy listening to longer stories *Follow 1 step instructions 	<ul style="list-style-type: none"> *Connect one idea or action to another using a range of connectives. *Start a conversation with an adult or a friend and continue it for many turns 	<p>language and the sequence of a text.</p> <ul style="list-style-type: none"> *Begin to explain why things might happen, linking to recently introduced vocabulary through non-fiction texts *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Describe events in some detail. *Engage in story times *Engage in non-fiction books *Listen to and talk about stories to build familiarity and understanding. *Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> *Follow instructions containing several parts *Explain why things might happen, linking to recently introduced vocabulary through non-fiction texts *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen *Engage in non-fiction books *Retell a story, including story language and the sequence of a text. *Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> anticipating key events and respond to what they hear *Participate in small group, class and one-to-one discussions, sharing ideas and using recently introduced vocabulary *Explain why things may happen, linking to recently introduced vocabulary *Express their ideas and feelings about their experiences using full sentences *Hold conversation when engaged in back-and-forth exchanges with an adult or peer 	<ul style="list-style-type: none"> *Ask questions to find out more and to check I understand what has been said. *Articulate my ideas and thoughts in well-formed sentences. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
A Springdale Child will:	<ul style="list-style-type: none"> *Detach from their adults independently *Settle at an activity for 10 minutes *Independently deal with their care needs – toileting, hand washing, changing, managing zips 		<ul style="list-style-type: none"> *Confidently detach from adults at drop off *Manage and adapt to changes in routines *Follow school rules 		<ul style="list-style-type: none"> *Use strategies to manage change *Explain the need for rules and support others to follow them 	

	<ul style="list-style-type: none">*Tell an adult if they have had an accident*Be aware of the school rules and routines*Be familiar and respond appropriately to adults within the school community*Identify and articulate how they are feeling*Attempt new activities with support*Be familiar with the class environment*Share resources with support*Take turns when using resources*Develop a relationship with a close peer		<ul style="list-style-type: none">*Spend an increased amount of time engaging in a child-led activity without becoming distracted*Engage in a teacher led activity for a sustained amount of time*Address adults across school*Explain and respond to how they are feeling and implement strategies to help regain calm*Plan a desired outcome and comment on how it went*Work with purpose and see an activity through to completion		<ul style="list-style-type: none">*Foresee situations that may cause adverse feelings and respond accordingly*Work at a teacher directed activity for a given amount of time*Critically evaluate a piece of learning, discussing what they could improve in future	
Key Vocabulary	Happy Sad Angry Scared Excited Emotions Rules Friend Achievosaurus – Tryatops, Solvesaurus Rex, Shareadactly, Thinkodocus		Fair Not fair Patient Resilient Healthy Unhealthy Safe Conflict Balanced Diet Energy 5 a day Calcium, protein, fat, dairy, vitamins, carbohydrates, sugars Vegetables Fruit		Relationship Community Family Teams Bullying Friendship Trusted adults	
Personal, Social and Emotional <i>*links to Development Matters and Early Learning Goals*</i>	Jigsaw: Being Me In My World We want children to know... *School routines *Names of children and staff in the setting *The names of feelings like ‘happy’ ‘sad’ ‘angry’ and ‘scared’	Jigsaw: Celebrating Difference We want children to know... *School rules *They experience a range of feelings *They are part of a larger group *Their needs may not be met instantly	Jigsaw: Dreams and Goals We want children to know... *Label their feelings and the feelings of others *Remember the rules without reminding *The concept of ‘fairness’ and ‘patience’	Jigsaw: Healthy Me We want children to know... *About the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’	Jigsaw: Relationships We want children to know... *Their own feelings and strategies on how to regulate themselves We want children to know how to... *Manage their own basic hygiene and personal needs	Jigsaw: Changing Me We want children to know... *Understanding of the reasons behind rules and know right from wrong *Understand the importance of healthy food choices

	<p>*Where and how to use the facilities, including good hand hygiene</p> <p>*They are valuable individuals</p> <p>We want children to know how to...</p> <p>*Select and use activities and resources, with help</p> <p>*Become more outgoing with familiar people</p> <p>*Remember the rules and begin to follow them</p> <p>*Play with one or more other children</p> <p>*Play alongside others.</p> <p>*Take part in pretend play in a range of roles.</p> <p>*Express feelings and consider the feelings of others.</p> <p>*Manage my own needs. Eg Personal hygiene</p>	<p>*What makes them special</p> <p>We want children to know how to...</p> <p>*Show more confidence in new social situations</p> <p>*Increasingly follow the rules, understanding why they are important</p> <p>*Begin to take turns and share resources</p> <p>*Interact with peers – know what makes a good friend</p> <p>*Begin to form trusting relationships with familiar adults in school</p> <p>*Develop their sense of responsibility and community</p> <p>*Be increasingly independent in meeting their own care needs</p> <p>*Express their feelings and consider the feelings of others.</p> <p>*Identify and moderate their own feelings socially and emotionally.</p>	<p>*Strategies on how to share resources fairly</p> <p>We want children to know how to...</p> <p>*Take turns and share resources</p> <p>*Talk with others to solve conflicts</p> <p>*Wait until attention gained</p> <p>*Develop ways of being assertive</p> <p>*Show resilience and perseverance in the face of challenge</p> <p>*Be confident to try new activities</p> <p>*Express their feelings and consider the feelings of others.</p> <p>*Begin to regulate emotions</p> <p>*Think about the perspectives of others.</p>	<p>• having a good sleep routine</p> <p>• being a safe pedestrian</p> <p>*The importance of healthy food choices</p> <p>*That other children share different perspectives and interests</p> <p>We want children to know how to...</p> <p>*Recall shared interests and experiences with peers</p> <p>*Talk with others to solve conflicts</p> <p>*Develop ways of being assertive</p> <p>*Show resilience and perseverance in the face of challenge</p> <p>*Show sensitivity to their own and to other's needs</p>	<p>*Work and play with purpose – setting targets</p> <p>*Show sensitivity to their own and other's needs</p> <p>*Be able to wait for what they want, controlling impulses</p> <p>*Give attention, responding appropriately whilst engaged in another activity</p> <p>*Obtain resources and make decisions independently</p> <p>*Show resilience and perseverance in the face of challenge</p> <p>*Think about the perspectives of others.</p>	<p>We want children to know how to...</p> <p>*Manage their own basic hygiene and personal needs</p> <p>*Regulate their behaviours</p> <p>*Work towards goals, waiting for what they want</p> <p>*Engage in two channelled attention</p> <p>*Try new activities</p> <p>*Work and play co-operatively, taking turns without support</p> <p>*Form positive attachments to adults and peers</p> <p>*Show sensitivity to their own needs</p>
A Springdale Child will:	<p>*Confidently move around the classroom</p> <p>*Be able to balance on equipment</p> <p>*Confidently jump and hop</p>		<p>*Use resources around the classroom with increased confidence and accuracy</p> <p>*Navigate environments safely</p>		<p>*Handle tools effectively, choosing what to use for a required purpose</p>	



	<ul style="list-style-type: none"> *Negotiate space without coming into contact with others *Engage in ball games that involve throwing, catching and passing *Be able to have the core strength to sit for 5-10 minutes *Make large movements using their shoulder pivot *Show a preference for a dominant hand *Select and use tools with support 	<ul style="list-style-type: none"> *Apply their ball skills from the previous term to hitting and striking activities *Develop balance and coordination to perform a series of movements eg. jumps, rolls *Have a strong core enabling them to focus on their smaller, more precise movements (fine motor skills) *Hold a pencil with a more standardised grip (tripod) *Form letters with fluidity and good control 	<ul style="list-style-type: none"> *Move in a variety of ways showing increased control, strength and co-ordination *Combine a series of movements and balances to create a sequence *Demonstrate strong fine motor skills, performing small and precise movements with their hands confidently *Hold a pencil effectively in preparation for fluid writing, using the tripod grip *Form letters correctly and of a consistent size
Key Vocabulary	Balance Control Cool down Copy Equipment Exercise Explore High Jump Land Low Move Over Safety Shape Space Straight Stretch Through Travel Tuck Under Warm up Watch Bunny hop Tiptoe Step Hop	Roll Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll Straight jump Tuck jump Jumping Jack Half turn jump	Speed Tempo Style Perform Throw

<p>Physical Development</p> <p>Including PE, Gross & Fine Motor Skills</p> <p><i>*links to Development Matters, Early Learning Goals and Springdale Knowledge Progressions*</i></p>	<p>We want children to know...</p> <p>*What tools match their intended purpose</p> <p>We want children to know how to...</p> <p>*Hold one handed tools with support- eg. squeeze scissors, paintbrushes</p> <p>*Use scissors to make snips in paper</p> <p>*Begin to do up zips and buttons and independently when putting on coats</p> <p>*Develop their movement, balancing and riding</p> <p>*Work with others to manage large items</p> <p>*Show a preference for hand</p> <p>*Develop skills they need to manage the school day eg. lining up</p> <p>*Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p>	<p>We want children to know...</p> <p>*Names of balances – pike, straddle, dish, arch, tuck</p> <p>*The steps of how to throw, kick, pass and catch</p> <p>We want children to know how to...</p> <p>*Select tools to match the intended purpose</p> <p>*Hold one handed tools with increased independence – eg. squeeze scissors, paintbrushes</p> <p>*Use scissors to cut a continuous straight line</p> <p>*Develop pencil grip so that it is becoming a more standard grip. Use pencil grips to support if necessary.</p> <p>*Begin to do up zips and buttons and independently when putting on coats</p> <p>*Throw, kick, pass and catch</p> <p>*Use core muscle strength to achieve a good posture when sitting at a table or on the floor</p>	<p>We want children to know...</p> <p>*Select tools to match the intended purpose</p> <p>*Names of jumps - straight jump, tuck jump, half turn jump, jumping jack</p> <p>*What makes a safe landing</p> <p>*Names of rolls - curled side roll (egg roll), log roll (pencil roll), teddy bear roll</p> <p>We want children to know how to...</p> <p>*Hold one handed tools independently– eg. squeeze scissors, paintbrush</p> <p>*When using scissors, begin to use other hand to start to turn page whilst cutting</p> <p>*Use scissors to cut various style of lines eg. zigzag, wavy</p> <p>*Develop a more standardised pencil grip – moving towards a static tripod grip</p>	<p>We want children to know...</p> <p>*To automatically hold a pencil in a tripod grip</p> <p>*Correct letter formation of phase 2 graphemes</p> <p>We want children to know how to...</p> <p>*Hold one handed tools independently– eg. standard scissors, paintbrush</p> <p>*When using scissors, uses other hand to start to turn page whilst cutting</p> <p>*Hold a pencil correctly</p> <p>*Begin to form letters correctly and consistently</p> <p>*Show growing accuracy and care when drawing</p> <p>Combine different movements with ease and fluency.</p> <p>OUTDOOR PE FOCUS: GAMES</p> <p>Attacking and defending</p> <p>*Chasing games</p> <p>*Follow simple rules</p>	<p>We want children to know...</p> <p>*The steps to be able to skip and hop</p> <p>*Over arm throwing technique</p> <p>*Dance terminology – speed, style, movement</p> <p>We want children to know how to...</p> <p>*Hold one handed tools independently– eg. standard scissors, paintbrush</p> <p>*Uses scissors to cut out shape, turning the paper with the other hand</p> <p>*Hold a pencil correctly</p> <p>*Begin to form letters correctly and consistently</p> <p>*Show growing accuracy and care when drawing</p> <p>Combine different movements with ease and fluency.</p>	<p>We want children to know...</p> <p>*The steps to be able to skip and hop</p> <p>*Over arm throwing technique</p> <p>*Dance terminology – speed, style, movement</p> <p>We want children to know how to...</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, paintbrushes and cutlery</p> <p>*Uses scissors to cut out shapes with increased accuracy, turning the paper with the other hand</p>
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	<p>*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</p> <p>OUTDOOR PE FOCUS: GAMES <i>Using Bean bags</i> *Move a beanbag in different ways *Use equipment to control a ball</p> <p>INDOOR PE FOCUS: GYMNASTICS <i>Use of space Travelling</i> *Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping</p>	<p>*Develop small motor skills and use a range of tools competently eg. pencils, paintbrushes, scissors, knives and forks</p> <p>*Develop a comfortable pencil grip</p> <p>Combine different movements with ease and fluency.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing</p> <p>*Develop overall body strength, co-ordination, balance and agility needed to engage successfully in PE</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outdoors</p> <p>*Develop body strength, balance, co-ordination and agility</p> <p>*Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p>	<p>*Throw, kick, pass, catch and dribble</p> <p>*Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>*Form letters of a consistent size</p> <p>* Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>OUTDOOR PE FOCUS: GAMES <i>Striking and hitting</i> *Hit a ball with a bat *Develop confidence, competence, precision, and accuracy when engaging in ball skills *Negotiate space and obstacles safely, with consideration of themselves and others</p> <p>INDOOR PE FOCUS: GYMNASTICS <i>Jumping and rolling</i> *Develop balance and co-ordination *Jump in a range of ways from one space to another *Roll in different ways with control</p>	<p>INDOOR PE FOCUS: DANCE <i>Responding to Music</i> *Join a range of movements together *Change speed and style of movements *Create a short movement phrase</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>OUTDOOR PE FOCUS: GAMES ATHLETICS <i>Running, Jumping, Throwing</i> *Move energetically, such as running, jumping, skipping and hopping *Run in different ways *Jump in a range of ways *Throw at a target</p> <p>INDOOR PE FOCUS: DANCE <i>Creating a sequence</i> *Join a range of movements together *Change speed and style of movements *Create a short movement phrase</p>	<p>*Negotiate space and obstacles safely, with considerations for themselves and others</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing</p> <p>*Show accuracy and care when drawing</p> <p>*Begin to form letters correctly and consistently</p> <p>OUTDOOR PE FOCUS: GAMES ATHLETICS <i>Running, Jumping, Throwing</i> *Move energetically, such as running, jumping, skipping and hopping *Run in different ways *Jump in a range of ways *Throw at a target</p>
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		OUTDOOR PE FOCUS: GAMES <i>Throwing and catching and passing</i> *Roll equipment in different ways *Throw underarm *Throw an object at a target *Catch equipment with 2 hands *Use a range of large and small apparatus indoors and outdoors INDOOR PE FOCUS: GYMNASTICS <i>Travel and balances</i> *Climb up apparatus *Stand on one leg, skip, hop and hold a pose *Stretch in different ways *Balance with control *Travel in different ways – tiptoe, step, jump, hop, bunny hop *Move around, under, over and through different objects	*Create a short sequence of movements			INDOOR PE FOCUS: DANCE <i>Compose and Perform</i> *Join a range of movements together *Change speed and style of movements *Create a short movement phrase
A Springdale Child will:	<ul style="list-style-type: none">*Listen to stories in a small group*Enjoy hearing stories*Say if they liked a text*Handle books with care, knowing to turn the pages one at a time with support*Engage in lilac books, discussing what they can see in the images, retrieving simple information and making predictions as to what may come next*Begin to read pink books with increased fluency. Sounding out CVC words independently, recognising phase 2 tricky words and beginning to read repeated words without sounding out.	<ul style="list-style-type: none">*Listen and respond to stories as a whole class*Develop a preference for different genres and themes*Begin to develop a reader’s voice, saying what they like and don’t like about a text*Access books independently, knowing how to navigate a text (reading from left to right, turning pages one at a time)*Engage in class texts – predicting, inferring, explaining, retrieving, discussing word choices and ordering events using their knowledge of the world and books*Access red books with increased accuracy and fluency.	<ul style="list-style-type: none">*Discuss and respond to the ideas of others regarding the current text*Make informed choices on what to read*Review books – using evidence in the book to support their opinion*Begin to use features of a book to help them locate specific information eg. contents page, page numbers*Engage in class texts – predicting, inferring, explaining, retrieving, discussing word choices and ordering events using their knowledge of the world and evidence from the text.			

	<p>*Tune into sounds in their environment and sequence sounds within words</p> <p>*Be able to recognise all their phase 2 graphemes by Christmas and some of their phase 3 graphemes</p> <p>*Blend phase 2 VC and CVC words independently</p> <p>*Read phase 2 tricky words by sight</p> <p>*Recognise their name in the environment</p> <p>*Write their name correctly with correct letter formation</p> <p>*Begin to use marks to represent their ideas and explain them</p> <p>*Write taught graphemes and segment CVC words with increased accuracy</p>	<p>Decode phase 3 CVC words with increased confidence, spot digraphs within words and blend them back together with less hesitation. Begin to sound out shorter words in their heads and read more phase appropriate tricky words by sight</p> <p>*Recognise and apply their phase 2 and 3 graphemes in their reading and writing</p> <p>*Read words with more than 1 syllable</p> <p>*Read their phase 2 and 3 tricky words in isolation and in sentences</p> <p>*Read simple sentences</p> <p>*Have a positive attitude to reading and writing and be happy to have a go</p> <p>*Develop a resilient approach to writing, being confident to make phonetic attempts at words</p> <p>*Interpret what they have written and read it back</p> <p>*Begin to write captions and sentences independently</p>	<p>*Make links between texts looking for commonalities and differences</p> <p>*Begin to access yellow books. Recognising phase 3 decodable words with increased fluency and speed. Accurately recognising phase 3 digraphs within words and blending them together at pace. Less sounding out of shorter, familiar words. Children will sound out more words in their heads.</p> <p>*Use their phase 2, 3 and 4 knowledge to read and write with increasing fluency and accuracy</p> <p>*Read polysyllabic words containing phase 3/4 content – digraphs, trigraphs, adjacent consonants</p> <p>*Read phase 2/3/4 tricky words in isolation and within sentences</p> <p>*Read a collection of simple sentences and answer questions about what has been read</p> <p>*Write simple sentences using their phonic knowledge, which can be read back by themselves and others</p>																															
<div>Key Vocabulary</div>	<table><tr><td>Sound</td><td>Letter</td><td>Phoneme</td><td>Grapheme</td></tr><tr><td>Word</td><td>Sentence</td><td>Tricky Word</td><td>Digraph</td></tr><tr><td>Blending</td><td>Segmenting</td><td>Sound Button</td><td>Phoneme Finger</td></tr><tr><td>Phoneme Frame</td><td>Sound Mat</td><td>Rhyme</td><td>Sound Talk</td></tr></table>	Sound	Letter	Phoneme	Grapheme	Word	Sentence	Tricky Word	Digraph	Blending	Segmenting	Sound Button	Phoneme Finger	Phoneme Frame	Sound Mat	Rhyme	Sound Talk	<table><tr><td>Capital Letters</td><td>Full Stops</td><td>Finger Spaces</td></tr></table>	Capital Letters	Full Stops	Finger Spaces	<table><tr><td>Author</td><td>Fiction</td></tr><tr><td>Illustrator</td><td>Non-Fiction</td></tr><tr><td>Blurb</td><td>Contents Page</td></tr><tr><td>Title</td><td>Heading</td></tr><tr><td>Pages</td><td>Glossary</td></tr><tr><td>Page Numbers</td><td>Poems</td></tr></table>	Author	Fiction	Illustrator	Non-Fiction	Blurb	Contents Page	Title	Heading	Pages	Glossary	Page Numbers	Poems
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Literacy

links to Development Matters, Early Learning Goals, Springdale Phonics and Learn to Read, Love to Read Scheme

Word Reading

Autumn 1

Phase 2 Graphemes

The first 2 weeks of September, the children will be attending school on a part time basis. During this time, they will be completing baseline assessments and consolidating Phase 1.

PHASE 1

Week 1	Environmental sounds, Instrumental sounds and body sounds
Week 2	Rhythm and Rhyme and Oral blending

Phase 1 Skills continue to be taught alongside phase 2 sounds. Activities and games are implemented from phase 1 whilst learning phase 2 phonemes.

PHASE 2

Week 2 (from 14.9.22)	Set 1	s, a
Week 3	Set 1/2	t, p, i, n
Week 4	Set 2/3	m, d, g, o
Week 5	Set 3/4	c, k, ck, e
Week 6	Set 4/5	u, r, h, b
Week 7	Set 5	f, ff, l, ll, ss

ASSESSMENT WEEK

Tricky Words	High Frequency Words
I, to, no, go, the, into, a, is, has, his, as, of	an, at, if, in, it, off, on, can

We want children to know...

*Familiar stories and enjoy hearing them

*Many rhymes and be able to discuss books

*Print carries meaning

*Print can have different purposes

*We read from left to right

*The parts of the book – front cover, back cover,

Word Reading

Autumn 2

Phase 3 Graphemes

PHASE 3

Week 1	Set 6	j v w x (ks)
Week 2	Set 7	y z zz qu (kw)
Week 3	Consonant Blends	ch sh th th
Week 4		ng nk ai ee
Week 5	Vowel Digraphs	igh oa oo oo
Week 6		ar or ur ow
Week 7		oi ear air ure

ASSESSMENT WEEK

Tricky Words	High Frequency Words
he, she, me, we, be, my, you	dad, had, back, and, get, big, him, not, got, up mum, but

We want children to know...

*Print carries meaning

*Print can have different purposes

*Awareness of what 'rhyming' is

*Parts of the books and functions

*Phase 2 graphemes in texts

*Read phase 2 tricky words

Word Reading

Spring 1

Phase 3 Graphemes

After phase 3 has been taught, the graphemes are explored in more depth as teaching focuses on two graphemes a week. One day is spent on blending the grapheme and the following day focuses on segmenting it.

Week 1	er j
Week 2	v w
Week 3	x y
Week 4	z zz
Week 5	qu ch
Week 6	sh th

ASSESSMENT WEEK

Tricky Words	High Frequency Words
they, all, are, was, put, push, pull	will, that, this, then, them, with, see, now, down, look, too, her

We want children to know...

*The terms capital letters, finger spaces, full stops

*Recognise phase 3 tricky words

*Recognise phase 3 graphemes

*Letter names

We want children to know how to...

*How to hold a pencil in a standard grip

Word Reading

Spring 2

Phase 4

Children will continue to consolidate their knowledge of phase 2 and 3 graphemes. Each week children will continue to focus on two graphemes, learning to apply their knowledge to reading and writing.

Week 1	ng nk
Week 2	ai ee
Week 3	igh oa
Week 4	oo oo
Week 5	ar or
Week 6	ur ow

Tricky Words	High Frequency Words
so, have, like, some, come, do, little, what, were, there, one	went, it's, from, children, just, help

We want children to know...

*The terms capital letters, finger spaces, full stops

*Features of a sentence

*Recognise phase 4 tricky words

*Recognise phase 3 graphemes

*Read some letter groups that each represent one

Word Reading

Summer 1

Graphemes

Children will continue to consolidate their knowledge of phase 2 and 3 graphemes. Each week children will continue to focus on two graphemes, learning to apply their knowledge to reading and writing.

Week 1	oi ear
Week 2	air ure
Week 3	er revisit

ASSESSMENT WEEK

The children have had time to revisit all their phase 3 graphemes at a slower, more in depth pace. Each session focused on one specific phoneme. They will now further consolidate their knowledge of phase 3/4 letter sounds by working with a broader range of phonemes each session. This will require the children to apply their knowledge as opposed to relying on the fact that the words they are reading/writing contain the day's focus phoneme. (to continue into Summer 2)

Week 4	qu ch sh th
Week 5	th ng nk ai
Week 6	ee igh oa oo

Tricky Words	High Frequency Words
when, out, said, your, aqo, love, our	Children will consolidate their knowledge of high frequency words that have been taught previously, learning to confidently recognise these in the sentences they read.

We want children to know...

*Awareness of capital letters, finger spaces, full stops

*Understanding of sentence structure

Word Reading

Summer 2

Graphemes

Children will continue to consolidate their phonic knowledge of phase 2 - 4 letters and sounds to ensure that this is embedded ready for Year One.

Week 1	oo ar or ur
Week 2	ow oi ear air
Week 3	ure er

ASSESSMENT WEEK +Phonics Screening (./20)

The children will be exposed to the beginning Phase 5 alternate graphemes for reading.

Week 4	au ou ie ea
Week 5	ou ir ue aw
Week 6	wh ph ew oe
Week 7	au, a-e, e-e, i-e

Tricky Words	High Frequency Words
become, full, school, asks, bu, house, here	Children will consolidate their knowledge of high frequency words that have been taught previously, learning to confidently recognise them in sentences they read.

We want children to know...

*A sentence needs a capital letter, finger spaces, full stops

*Understand sentence structure

*Read phase 4 tricky words

<p>title, author, blurb, page number, pictures</p> <p>*Understand page sequencing</p> <p>*The vocabulary listed above</p> <p>*Phase 2 graphemes in isolation</p> <p>We want children to know how to...</p> <p>*Handle books with care</p> <p>*Listen to stories with increased recall</p> <p>*Read their names</p> <p>*Hear and say initial sounds in words</p> <p>*Orally blend cvc words</p> <p>*Link sounds to letter</p> <p>Writing</p> <p>*Give meaning to marks</p> <p>*Begin to hold a pencil correctly and say what their marks mean.</p> <p>*Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds</p>	<p>*Understand the VIPERS skills – vocabulary, inference, prediction, explain, retrieval and sequence</p> <p>We want children to know how to...</p> <p>*Recognise rhymes</p> <p>*Continue a rhyming string</p> <p>*Describes main story setting, events and characters</p> <p>*Continue to orally blend words</p> <p>*Link letters to sounds</p> <p>*Use sound buttons to help decode unfamiliar words</p> <p>*Blend the sounds in cvc words</p> <p>*Recognise phase 2 tricky words in isolation and context</p> <p>*Use vocabulary that is influenced by books experienced</p> <p>Writing</p> <p>*Use some of their print and letter knowledge in their early writing – write initial sounds</p> <p>*Orally segment words,</p>	<p>*Link letters to sounds</p> <p>*Read some letter groups that each represent one sound and say sounds for them.</p> <p>*Order words to build a sentence</p> <p>*Read phase 2 and some phase 3 common exception words.</p> <p>*Spot repeated words in sentences, knowing not to sound them out again</p> <p>*Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p> <p>*Use sound buttons to help decode unfamiliar words</p> <p>*Blend sounds in phase 2 and 3 cvc words</p> <p>*Read 2 syllable words</p> <p>*Read simple captions and sentences</p> <p>Writing</p>	<p>sound and say sounds for them</p> <p>*Understand the term 'adjective'</p> <p>We want children to know how to...</p> <p>*Link letters to sounds</p> <p>*Blend words with adjacent consonants – as individual phonemes</p> <p>*Blend sounds in CVCC, CCVC, CCVCC words</p> <p>*Spot repeated words in sentences, knowing not to sound them out again</p> <p>*Read simple sentences</p> <p>*Re-read sentences to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Writing</p> <p>*Write words containing phase 3 graphemes</p> <p>*Write some phase 3 tricky words</p> <p>*Make phonetical attempts at words</p>	<p>*Read phase 4 tricky words</p> <p>*Recognise phase 3 graphemes in isolation and in words</p> <p>We want children to know how to...</p> <p>*Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</p> <p>*Re-read sentences to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Writing</p> <p>*Write CVCC, CCVC, CCVCC words</p> <p>*Read some letter groups that each represent one sound and say sounds for them</p> <p>*Blend sounds in CVCC, CCVC, CCVCC words</p> <p>Writing</p> <p>*Attempt to write some CVCC and CCVC words</p>	<p>We want children to know how to...</p> <p>*Blend sounds in CVCC, CCVC, CCVCC words</p> <p>*Read simple sentences with increased fluency and understanding</p> <p>*Re-read texts to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Writing</p> <p>*Write phase 4 tricky word</p> <p>*Write a simple sentences that can be read by themselves and others</p> <p>*Some children will add more detail to their writing to engage the reader eg. adjectives, connectives</p>
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Assessment Checkpoints

- Write some/all of name
- Write some letters accurately.
- Use one handed tools
- Use comfortable grip and show good control with pencil
- Show a preference for a dominant hand
- Say sounds for individual letters
- *Write initial sounds

using phoneme fingers to support

Assessment Checkpoints

- Write all of name
- Form some letters correctly
- Write phase 2 graphemes
- Write initial sounds
- Write letter strings that contain some relevant letters
- Segment and record words with taught graphemes.
- Build CVC words
- Some children may begin to write simple captions

*Write cvc words containing phase 2 graphemes

*Use phoneme fingers to segment all the sounds in words

*Write some phase 2 tricky words

*Make phonetical attempts at words

*Write dictated captions/simple sentences in a guided group

Assessment Checkpoints

- Spell words by segmenting with taught graphemes
- Write caption/simple sentence
- Begin to show an awareness of finger spaces
- Recognise capital letter and lower case letters

*Form lower case letter and some upper-case letter correctly

*Write a dictated simple sentence independently

Assessment Checkpoints

- Start to form lower-case and capital letters correctly.
- Join some digraphs correctly as taught via the SSP
- Apply phase 3 graphemes in independent writing
- Start to record short, simple sentences by segmenting unfamiliar words and spelling known tricky words correctly, in dictated sentences
- Write and spell phase 2 and some phase 3 common exception words correctly
- Read back what has been written

***Write phase 3 tricky words**

*Make accurate phonetical attempts at words including words with adjacent consonants in

***Form lower case letter and some upper-case letter correctly**

*Write simple sentences that can be read by themselves and others

Assessment Checkpoints

- Form lower-case and capital letters correctly.
- Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly.
- **Remember to use a capital letter, finger spaces and a full stop for sentences.**

Assessment Checkpoints

- **Re-read what has been written to check that it makes sense.**
- Start to introduce features that make writing more engaging and cohesive for the reader eg. use adjectives, story language, connective 'and'
- Edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop.
- Form lower-case and capital letters correctly.

A Springdale Child will:	<ul style="list-style-type: none">*Have a positive attitude to maths*Use mathematical language in their play*Subitise amounts to 4*Count accurately to 5 – knowing the order of the numbers, moving objects as they count, touch counting those that can't be moved, saying the last number as the total*Understand that numbers are made up of other numbers/parts*Explore patterns, being able to recognise, copy, continue and make their own AB/ABC and ABBC patterns*Be familiar with 2D shapes – being able to name a selection and talk about their properties*Experience language of time		<ul style="list-style-type: none">*Continue to have a positive attitude to maths*Begin to explain their thinking, using their prior knowledge to make links across their learning*Develop a growing resilience when faced with a challenge*Make connections between amounts and their numerical value*Order numbers to 5*Understand and use the language of more and less – knowing the 1 more/less relationship between numbers to 10*Experience counting beyond 10*Be introduced to the concept of doubling and odds and evens*Understand the composition of numbers to 7 – '5 and a bit'*Show good finger gnosis – be able to represent amounts to 10 on fingers instantly*Explore the measurements of length and height*Be familiar with 3D shapes – being able to name a selection and talk about their properties		<ul style="list-style-type: none">*Demonstrate resilience and resourcefulness when approaching open ended problems*Articulate how they came to their answers, using mathematical language and their prior knowledge*Continue to look at doubling*Be introduced to resources where they can represent amounts in different way (Rekenrek)*Understand the counting system and look for patterns when counting beyond 20*Explore 10 in depth, looking at number bonds and pattern*Explore the measurements of mass and capacity* Revisit the concepts from across the year	
Key Vocabulary	Numbers Subitising Careful counting Altogether '1 and another 1' '1 and 1 and 1 make 3' '1 and 1 and 1 and 1 make 4' Pattern Repeat - AB ABC ABBC	Compare Whole Part 2D shape Square, circle, triangle, rectangle, pentagon Corner Side	Order More Less 5 and a bit Equal Unequal Measure – Order - Estimate Length – long, short, longer, shorter Height – tall, short, taller, shorter	Double Odd – Odd blocks Even – Flat tops 10 frame 3D shape Cube, cuboid, sphere, pyramid, cone Edges Faces Vertices	Rekenrek Mass – heavy, light, heavier, lighter Capacity – full, empty, holds more than, less than	Number bonds Anchor 5

Reception Curriculum Design 2023-24

Imagine, Believe, Achieve



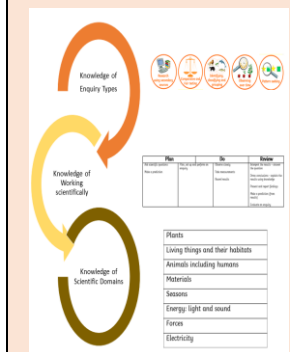
Maths

**links to Development
Matters, Early
Learning Goals, NCETM
Mastering Number
scheme*

Autumn 1	Number Theme	Autumn 2	Number Theme	Spring 1	Number Theme	Spring 2	Number Theme	Summer 1	Number Theme	Summer 2	Number Theme
Week 1-2	BASELINE	Week 8	Cardinality and Counting <ul style="list-style-type: none">Focus on counting to 5	Week 15	Subitising <ul style="list-style-type: none">Focus on linking subitising amounts to 5 with numerals	Week 21	Comparison <ul style="list-style-type: none">Comparison using knowledge of ordinality rather than comparison by matching of quantitiesChildren to notice whether a change creates a number which is more or less than another	Week 27	Composition <ul style="list-style-type: none">Focus on representations of numbers using fingers and 10-frame	Week 33 REVIEW AND ASSESS	Pattern in Number <ul style="list-style-type: none">Investigating 'parts' and 'wholes'.Exploring the composition of numbers to 10Investigating the equivalence, doubles and making odd and even numbers
Week 3	Subitising <ul style="list-style-type: none">Perceptual subitising to 3	Week 9	Comparison <ul style="list-style-type: none">Comparisons by matching	Week 16	Ordinality <ul style="list-style-type: none">Ordering numbers to 5.Focus on each number being 1 more than the previous number.	Week 22	Composition <ul style="list-style-type: none">Composition of 7 as 2 groupsFocus on 5 and a bit	Week 28	Composition <ul style="list-style-type: none">Focus on doubles using different representations	Week 34 REVIEW AND ASSESS	Deep Understanding of Numbers to 10 <ul style="list-style-type: none">Continuing to practically explore the composition of numbers to 10
Week 4	Counting <ul style="list-style-type: none">Counting sequence1:1 correspondenceCardinality	Week 10	Composition <ul style="list-style-type: none">Focus on the concept of a 'whole'	Week 17	Composition <ul style="list-style-type: none">Focus on the composition of five and considering missing numbers	Week 23	Subitising <ul style="list-style-type: none">Subitising within 6Look at doubles - which numbers can be made using doubles and which numbers cannot	Week 29	Comparison <ul style="list-style-type: none">Focus on ordinality, comparing numbers	Week 35 REVIEW AND ASSESS	Recall of Number Facts <ul style="list-style-type: none">Learning the 'numbers within' 3, 4, 5 and 10Knowing double facts up to 5 and 5 make 10Investigating whole amounts and hidden quantities within 5
Week 5	Composition <ul style="list-style-type: none">Composition of 3 & 4	Week 11	Composition <ul style="list-style-type: none">Focus on the composition of 5	Week 18	Composition <ul style="list-style-type: none">Beginning to consider '5 and a bit' numbers using fingers and die frames as key representations	Week 24	Composition <ul style="list-style-type: none">Sort odd and even numbers by looking at their tops; odd blocks and flat tops	Week 30 REVIEW AND ASSESS	Subitising and The Rekenrek <ul style="list-style-type: none">'Seeing' small quantities and numbers within larger amountsIntroduction to RekenrekLinking familiar representations such as numbers of fingers to representations on the Rekenrek	Week 36 REVIEW AND ASSESS	Developing awareness of numbers beyond 10 <ul style="list-style-type: none">Counting past 10Recognising numbers to 20
Week 6	Subitising <ul style="list-style-type: none">Subitising to 4Perceptual and conceptualMaking 4	Week 12	Cardinality and Counting <ul style="list-style-type: none">Counting beyond 5	Week 19	Composition <ul style="list-style-type: none">Focus on equal and unequal groups	Week 25	Counting, Cardinality and Ordinality <ul style="list-style-type: none">Counting larger amountsStrategies for counting	Week 31 REVIEW AND ASSESS	Counting <ul style="list-style-type: none">Strategies for counting.Recognising the pattern of the counting system, when beginning to count beyond 20	Week 37 REVIEW AND ASSESS	Composition beyond 10 <ul style="list-style-type: none">Building numbers beyond 10 - spotting pattern eg. 12 = 10 + 2 11= 10 + 1
Week 7	Comparison <ul style="list-style-type: none">Focus on language and think about attributes	Week 14	Revision of key knowledge	Week 20	Counting <ul style="list-style-type: none">Counting sequenceOrdinality of 1-51 more and 1 less than within 10Linking ordinality and cardinality through use of staircase pattern	Week 26	Subitising <ul style="list-style-type: none">Structured arrangements including the 10 frame	Week 32 REVIEW AND ASSESS	Comparison <ul style="list-style-type: none">Comparing groups of objects that are of different sizes/colours/attributesDeveloping a sense of magnitude eg knowing that 8 is a lot more than 2. But that 4 is only a little bit more than 2	Week 38 REVIEW AND ASSESS	Content to be determined by ongoing assessments
Shape, Space, Measure, Pattern Theme		Shape, Space, Measure, Pattern Theme		Shape, Space, Measure, Pattern Theme		Shape, Space, Measure, Pattern Theme		Shape, Space, Measure, Pattern Theme		Shape, Space, Measure, Pattern Theme	
BASELINE		2D Shape <ul style="list-style-type: none">Identify similarities between shapes		Length <ul style="list-style-type: none">Recognising attributes – long and shortComparing amounts of continuous quantities – longer, shorter – introducing starting points are aligned		3D Shapes <ul style="list-style-type: none">Shape awareness – developing shape awareness through constructionIdentifying similarities between shapes		Measure - Mass <ul style="list-style-type: none">Recognising attributes – heavy and lightComparing amounts of continuous quantities – heavier, lighter – indicated by a greater downward pull, link to balance scales – expose to small heavy things and large light things		Space <ul style="list-style-type: none">Experiencing different viewpointsDeveloping spatial vocabulary – position, direction and viewpoint	
Pattern <ul style="list-style-type: none">Copy, continue and make an AB patternContinue a pattern which ends mid-unit		2D Shape <ul style="list-style-type: none">Name simple 2D shapes – square, rectangle, circle, triangle, pentagon		Length <ul style="list-style-type: none">Measuring using a non-standard unitRecognising the relationship between the size and number of units		3D Shapes <ul style="list-style-type: none">Introduce shape name and propertiesCube and Cuboid		Measure - Mass <ul style="list-style-type: none">Showing awareness of comparison in estimating and predicting'Checking through measuring using units to compare		Revisit Pattern <ul style="list-style-type: none">Continuing and creating AB/ABC/ABB/ABBA patterns	
Pattern <ul style="list-style-type: none">Copy, continue and make an ABC patternContinue a pattern which ends mid-unit		2D Shape <ul style="list-style-type: none">Properties of 2D shapes – sides – cornersDescribing properties		Length <ul style="list-style-type: none">Showing awareness of comparison in estimating and predicting		3D Shapes <ul style="list-style-type: none">Introduce shape name and propertiesCone and Pyramid		Measure - Mass <ul style="list-style-type: none">Comparing indirectly – ordering by mass		Revisit 2D Shape <ul style="list-style-type: none">Names and properties	
Pattern <ul style="list-style-type: none">Make their own ABB patternMake a pattern around a circle/border		2D Shape <ul style="list-style-type: none">Develop an awareness of relationships		Length <ul style="list-style-type: none">Comparing indirectly – ordering by length		3D Shapes <ul style="list-style-type: none">Revisit all 3D shapes and their properties		Measure - Capacity <ul style="list-style-type: none">Recognising attributes – full and emptyComparing amounts of continuous quantities – 'holds more than' 'holds less than'		Revisit 3D Shape <ul style="list-style-type: none">Names and properties	
Pattern <ul style="list-style-type: none">Make their own ABBC patternMake a pattern around a circle/border		Time <ul style="list-style-type: none">Beginning to use time to sequence events – times of the day, visual timetable		Height <ul style="list-style-type: none">Recognising attributes – tall and shortMeasuring using a non-standard unit and compare amounts		3D Shapes <ul style="list-style-type: none">Developing an awareness of relationships between shapes		Measure - Capacity <ul style="list-style-type: none">Showing awareness of comparison in estimating and predicting eg. what container would be best to hold a given substance?		Revisit Time <ul style="list-style-type: none">Sequence times of the dayO'clock	
Pattern <ul style="list-style-type: none">Spot errors in patterns		Time <ul style="list-style-type: none">Calendar events – Birthday		Height <ul style="list-style-type: none">Showing awareness of comparison in estimating and predictingComparing indirectly – ordering by height				Measure - Capacity <ul style="list-style-type: none">Comparing indirectly – ordering by capacityRecognise the relationship between the size and number of units		Revisit Length and Height <ul style="list-style-type: none">Attribute language, comparative language, non-standard units,	
										Revisit Mass <ul style="list-style-type: none">Attribute language, comparative language, non-standard units,	
Me Family School Springdale First School Trusted Adult Same Not the same		Celebration Believe Remembrance Divali Hinduism Bonfire Night Christmas		Settlement Broadstone – Corfe Mullen Heath, woods Poole Sea Town		Settlement Dorset County Land Sea Beach Coast		Settlement England Countries Land World Rainforest Forest Floor Understory		Settlement Countries Land Sea Planet – Mercury, Venus, Earth, Mars,	

	<p>Friend Home House Here Broadstone, Creekmoor, Canford Heath, Corfe Mullen Settlement Weather – rain, sun, cloudy (daily routines) Season – Summer, Autumn (daily routines)</p>	<p>Jesus Birthday Judaism Christianity Weather – fog, ice mist, hail Seasons -Autumn, Winter</p>	<p>Compass North, South, East, West Force Push, pull, float, sink Materials Plastic, wood, card, paper Waterproof Weather – snow Seasons – Winter, Spring</p>	<p>Omnivore Herbivore Carnivore Compass North, South, East, West Force</p>	<p>Canopy Emergent Plants Animals Camouflage Similarities Differences Environment Deforestation Endangered</p>	<p>Jupiter, Saturn, Uranus, Neptune Sun Moon Solar System Special Forces – gravity Environment</p>
<p>Knowledge and Understanding of the World</p> <p><i>*Links to Foundations in Science, History, Geography, RE and Computing</i></p>	<p>We want children to know...</p> <p>*Families come in all different shapes and sizes</p> <p>*A home is a place people live</p> <p>*A settlement is a place where people live</p> <p>*They live in Broadstone/Corfe Mullen/Creekmoor/Canford Heath</p> <p>*They are part of Springdale First School</p> <p>*Everyone is different and that's what makes us special</p> <p>*People have different roles</p>	<p>We want children to know...</p> <p>*What a celebration and belief is – a celebration is remembering a special time by taking part in an activity/gathering</p> <p>*People have different beliefs and celebrate different things</p> <p>*Remembrance Day is a time to remember those who have fought in wars</p> <p>*Bonfire Night is a time to celebrate parliament and the King surviving an attack</p> <p>*How to stay safe around fire</p> <p>*Birthdays are a celebration of the day you were born</p>	<p>We want children to know...</p> <p>*The name of where they live – Poole</p> <p>*Poole was famous for being a place that Pirates would visit because it is by the sea.</p> <p>*They live by the sea</p> <p>*What a map is and its function</p> <p>*Directional language – north, east, south, west</p> <p>*Language of force – push, pull, float, sink</p> <p>*Push and pull are forces</p> <p>*We push things away and pull things</p>	<p>We want children to know...</p> <p>*Poole is part of the county, Dorset</p> <p>*Dorset is part of England</p> <p>*The name of their county – Dorset</p> <p>*Dorset is on the coast – the coast is land next to sea</p> <p>*They live on the Jurassic Coast</p> <p>*What a map is and its function</p> <p>*About the natural world around them</p> <p>*The terms omnivore, herbivore, carnivore refer to whether an animal eats meat or not</p>	<p>We want children to know...</p> <p>*The name of the country they live in - England</p> <p>*There are different countries in the world</p> <p>*The weather is different around the world</p> <p>*England has 4 seasons. Some countries do not have 4 seasons</p> <p>*The Amazon Rainforest has 2 seasons – wet and dry lasting six months</p> <p>*A Rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall</p> <p>*Animals and plants can be found in the Rainforest</p> <p>*Some animals have changed to help them survive the Rainforest</p>	<p>We want children to know...</p> <p>*We live on Planet Earth</p> <p>*Earth is made up of land and sea</p> <p>*Earth is in the Goldilocks Zone – making it perfect to live on. It is the right temperature to allow water to be a liquid and ultimately for life to survive.</p> <p>*Earth is one of 8 planets in our Solar System</p> <p>*Gravity is an invisible force by which a planet pulls objects towards its centre</p>

Concepts	Components
Location and Place	Local, national, international Name and locale Continents Seas
Human and physical	Human characteristics Physical characteristics
Mapping	Map Grid references
Settlement	Urban/rural locations Homes Fieldwork
Directional skills	Compass skills Position and direction
Weather and Climate	Weather patterns Climate zones Water cycle Food & Trade
Environment and Sustainability	Environmental impact Sustainability
Fieldwork	Observe Use of equipment Present



*The names of common weather patterns – rain, cloud, sun,

*Name of the current season

*Name of our main royal family members

*Parts of a tablet

We want children to know how to...

*Talk about members of their immediate family and community.

*Describe people who are familiar to them

*Describe what they see, hear, and feel whilst outside.

*Use a touch screen game and use computers/keyboards in role play

*Christians believe Christmas is the day Jesus was born

*Hanukkah is the Jewish festival of light

*Some places are special to members of their community

*The names of common weather patterns – fog, ice

*The names of the seasons

*Spot the signs of Autumn and Winter

*The changing seasons effect the natural world around them

*About the natural world around them

We want children to know how to...

*Comment on images of familiar situations in the past.

*Describe what they can see, hear and feel whilst outside.

*Floating is when the water pushes an object up to the surface

*Sinking is when an object is heavier than the water and goes to the bottom

*Boats float because they are hollow and filled with air so they are lighter than the water

*Language of materials – plastic, wood, card, paper, glass, metal, waterproof

*Items are made from different materials eg. wood, metal, plastic, paper, glass

*The names of common weather patterns – snow

*The names and order of the seasons – Autumn, Winter, Spring and Summer

We want children to know how to...

*Talk about the different forces they can feel

*Name of common dinosaurs and what they eat

*Directional language – north, east, south, west

*Similarities and differences between the natural world around them

*Easter is the celebration of Jesus coming back to life

*Spring is the season of new life

We want children to know how to...

*Recognise some similarities and differences between life in this country and life in other countries.

*Make observations and draw pictures of animals

*Draw information from a simple map.

*Plants are made up of roots, stems, leaves and flowers.

*Plants need light, water and oxygen to survive
*Not all ways of life are the same

*We need to respect and look after the natural world and living things

*Life is different around the world – housing, food, clothing, weather, animals

*People have different cultural and religious beliefs

We want children to know how to...

*Compare and contrast characters from stories, including figures from the past.

*Compare environments

*Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps

*Look after our planet

PREPARING EYFS

*Planets orbit the sun

*Moons orbit planets

*Orbit is when an object travels around a sun, moon or planet

*We only have one planet Earth and we need to look after it

We want children to know how to...

*Look after our planet

*Recognise some similarities and differences between life in this country and life in other countries.

*Talk about the lives of people around them

<p>**See footnote regarding National Curriculum Links**</p>	<p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Geography Components: Settlement – homes Components: Weather and Climate - Weather patterns</p> <p>History Components: Settlement – homes</p> <p>Science: Components: Seasons</p>	<p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Computing Robots</p> <p>Geography Components: Weather and Climate - Weather patterns</p> <p>History Components: War Monarchy Religion</p> <p>Science Components: Weather - Seasons</p>	<p>*Talk about different materials they notice</p> <p>*Comment on images of familiar situations in the past.</p> <p>*Draw information from a simple map.</p> <p>*Compare and contrast characters from stories, including figures from the past.</p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>*Understand the past through characters and events read in books in class</p> <p>*Identify similarities and differences between events in the past and now</p> <p>PREPARING EYFS LEARNERS FOR THE NATIONAL</p>	<p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Computing Mouse and Trackpad Skills Keyboard Skills Hardware</p> <p>Geography Components: Mapping - Maps Components: Location - local</p> <p>History Components: Settlement Significant Person - Mary Anning</p> <p>Science Component: Materials and Matter</p>	<p>LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Computing Mouse and Trackpad Skills Keyboard Skills Drawing Skills</p> <p>Geography Components: Location – Similarities and Differences</p> <p>History Components: Technology Poverty and Wealth</p> <p>Science Component: Living Things and Their Habitats Component: Animals</p>	<p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Computing Mouse and Trackpad Skills Keyboard Skills Drawing Skills Sounds Safety and Privacy</p> <p>Geography Components: Settlement Components: Weather – Climate change</p> <p>History Components: Exploration Significant Person - Neil Armstrong</p> <p>Science Component: Forces and Materials</p>
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			CURRICULUM - FOUNDATION SUBJECTS LINKS Computing Robots Geography Components: Mapping - Maps Components: Location - local History Components: Settlement Technology Science Component: Forces and Materials. Floating and sinking			
Key Vocabulary	Colours – red, yellow, blue, orange, green, pink, purple Join Feelings – happy, sad, scared, excited, angry Listen Respond Pulse Loud Quiet Fast Slow Cut Grate Chop	Instrument - tambourine, triangle, bells, maracas, castanets Listen Respond Pulse Loud Quiet Speed Slider Cut Grate Chop Spread Drawing Line Mark	Listen Respond Pulse Loud Quiet Pulse Tempo Sculpture 3D Attach Join Sliders Push Pull Mash Peel Spread	Dance Style Speed 3D Sculpture Form Attach Join Sliders Push Pull Mix Weigh Knead	Artist Drawing Line Tone Shape Light Dark Tone Cook Peel Mash Spread Freeze	Primary colours Secondary colours Mixing Light Dark Tone Cook

Expressive Arts and Design

**Links to Foundations in Art, Music, and DT*

Expressive Arts and Design

Key Concepts	Components	Elements
Visual Arts	<ul style="list-style-type: none"> Observation and discussion Technique and style History of Art - Biographical knowledge 	<ul style="list-style-type: none"> Colour Pattern Shape Texture Form Line
Generating Ideas	<ul style="list-style-type: none"> Looking and Felling Experimenting Sketchbooks 	
Making	National Curriculum Infant Core components: <ul style="list-style-type: none"> Drawing - Materials and Techniques Printing - Materials and Techniques Sculpture - Materials and Techniques 	
Evaluating	<ul style="list-style-type: none"> Use of elements Similarities and differences with work of other artists Reflecting on one's own and others work 	

Concepts	Components
Designers/inventors	Person/product Characteristics Techniques
Design	Research Talking Experimenting Written and drawn ideas
Make	Mechanisms Structures Textiles Electrical Devices Food
Evaluate	Product Techniques and tools Compare Review

Concepts	Components
Artists, styles and history	Biographical knowledge Periods Style
Performance (instrumental)	Technique and control Stage craft
Performance (singing)	Technique, posture and control Vocal health Song types
Listening	Appreciative listening Empathetic listening Critical listening
Composing and improvising	Technical knowledge Stimulus/ Style Rehearse and revise Capturing and recording
Musical notation	Form Reading Noting

We want children to know...

*Colour names

*Colours can be mixed to create new ones

*Equipment that can be used to join materials eg. Glue, Sellotape, hole punch

*Objects can be used in different ways

*Names of different emotions – happy, excited, sad, scared, angry

*Lyrics to repeated songs

*Songs have a pulse

We want children to know how to...

*Mix paint to make a desired colour

*Use a Sellotape dispenser, dispense paints, apply glue, use a hole punch

*Create collaboratively, sharing ideas, resources, and skills.

*Take part in simple pretend play, using an

We want children to know...

*Names of common percussion instruments – tambourine, triangle, bells, maracas, castanets

*Lyrics to a growing number of songs

*How to hold their pencil/paintbrush

We want children to know how to...

*To use percussion instruments like tambourines, triangles, bells, maracas, and castanets

*Sing the melodic shape of familiar songs

*Keep a steady pulse

*Sing in a group or on their own, increasingly matching the pitch and following the melody

*Explore and engage in music making and dance, performing solo or in groups

*Use line and shape to represent objects

We want children to know...

*Lyrics to a growing number of songs

*Tempo refers to the speed of music

*Story telling language – once upon a time, who, fortunately, unfortunately, the end

We want children to know how to...

*Play instruments with increasing control to express their feelings and ideas

*Play instruments within a song

*Explore different materials freely, to develop their ideas about how to use them

*Join different materials and explore different textures

*Return to and build on their previous learning, refining ideas and developing their ideas to represent them

We want children to know...

*The terms speed and style in dance

*The terms 3D, sculpture and form

We want children to know how to...

*Listen attentively, move to and talk about music, expressing their feelings and responses

*Watch and talk about performance art, expressing their feelings and responses

*Engage in dance, performing solo or in groups

*Play instruments with increasing control to express their feelings and ideas

*Play instruments within a song

*Invent and recount narratives and stories with peers – story scribing

We want children to know...

*The name of a famous artist

*The features of a particular artist's work

*The simple history of a particular artist

We want children to know how to...

*Explore, use and refine a variety of artistic effects to express their ideas and feelings

*Sing a range of well-known nursery rhymes and songs

*Perform songs, rhymes, poems and stories with others and try to move in time with the music

*Invent and recount narratives and stories with peers – story scribing

*Listen attentively, move to and talk about music, expressing their feelings and responses

We want children to know...

The name of a famous artist

*The features of a particular artist's work

*The simple history of a particular artist

*Name of the primary colours

*Colours can be mixed to create new ones

We want children to know how to...

*Explore, use and refine a variety of artistic effects to express their ideas and feelings

*Sing a range of well-known nursery rhymes and songs

*Perform songs, rhymes, poems, and stories with others and try to move in time with the music

<p>object to represent something else</p> <p>*Develop complex stories using small world equipment</p> <p>*Draw with increased detail, representing a face with a circle and including details</p> <p>*Respond to what they have heard, expressing their thoughts and feelings</p> <p>*Listen with increased attention to sounds</p> <p>*Sing the pitch of a tone sung by another person</p> <p>*Remember and sing songs</p> <p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Art</p> <p>Components: Painting</p> <p>Develop skill and control when painting. Develop knowledge of creating colour and use of line.</p>	<p>*Draw with increasing complexity and detail</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>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Art</p> <p>Components: Drawing</p> <p>Explore mark making, experiment with drawing lines – straight and curved</p>	<p>*Share their creations, explaining the process they've used</p> <p>*Invent and recount narratives and stories with peers – story scribing</p> <p>*Develop storylines in their play</p> <p>*Make use of props and materials when playing characters in narratives and stories.</p> <p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Art</p> <p>Components: Sculpture</p> <p>Learn a range of techniques to join</p>	<p>*Develop storylines in their play</p> <p>*Make use of props and materials when playing characters in narratives and stories.</p> <p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Art</p> <p>Components: Sculpture</p> <p>Artist: Local artists around Poole</p>	<p>*Watch and talk about performance art, expressing their feelings and responses</p> <p>*Engage in dance, performing solo or in groups</p> <p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Art</p> <p>Components: Collage</p> <p>Artist: Henri Rousseau</p>	<p>*Invent and recount narratives and stories with peers – story scribing</p> <p>*Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>*Watch and talk about performance art, expressing their feelings and responses</p> <p>*Engage in dance, performing solo or in groups</p> <p>PREPARING EYFS LEARNERS FOR THE NATIONAL CURRICULUM - FOUNDATION SUBJECTS LINKS</p> <p>Art</p> <p>Components: Painting</p> <p>Artist: Jackson Pollock</p>
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<p>To know what is meant by colour</p> <p>To know that primary colours are colours that cannot be made by mixing other colours together</p> <p>To name the primary colours</p> <p>To know that when I mix colours, it creates a new colour</p> <p>To know that the way I apply paint (e.g. fingers, paintbrush, sponge, splatter) will alter the effect it creates</p> <p>DT Components: Food</p> <p>Use simple utensils and equipment to; cut, grate, and chop safely.</p> <p>Music Concept: Listening</p> <p>Understand how to listen and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>To know what is meant by a 'dot' that moves</p> <p>To know that lines can create shapes</p> <p>To know that when a line meets up with where it started, this make a shape</p> <p>To know that there are many different characteristics of line (including solid, dotted, straight, curved, zigzag)</p> <p>DT Components: Food</p> <p>Use simple utensils and equipment to; cut, grate, and chop safely.</p> <p>Taste a range of fruit and vegetables to determine the users' preferences</p> <p>Components: Mechanisms</p> <p>Select and use tools to cut and shape paper.</p> <p>Sliders – create a simple slider that moves from left to right</p>	<p>materials to construct sculptures.</p> <p>To know that an object will look different from different angles</p> <p>To know that texture describes the way an object feels to the touch</p> <p>To know that different materials/objects can be combined and arranged to create new forms</p> <p>DT Components: Food</p> <p>Use simple utensils and equipment to; cut, grate, and chop safely.</p> <p>Music Concept: Singing</p> <p>Hold an instrument correctly.</p> <p>Follow the melody sung by the teacher.</p>	<p>Learn a range of techniques to join materials to construct sculptures.</p> <p>To know that an object will look different from different angles</p> <p>To know that texture describes the way an object feels to the touch</p> <p>To know that different materials/objects can be combined and arranged to create new forms</p> <p>DT Components: Food</p> <p>Use simple utensils and equipment to; cut, grate, and chop safely.</p> <p>Components: Mechanisms</p> <p>Select and use tools to cut and shape paper.</p> <p>Sliders – create a simple slider that moves from left to right</p> <p>Music Concept: Listening</p>	<p>Explore mark making, experiment with drawing lines</p> <p>To discuss what the children can see. Enjoy looking at artwork made by the artist, designer</p> <p>DT Components: Food</p> <p>Use simple utensils and equipment to; cut, grate, and chop safely.</p> <p>Taste a range of fruit and vegetables to determine the users' preferences</p> <p>Music Concept: Singing</p> <p>Follow the melody sung by the teacher.</p>	<p>Develop skill and control when painting. Develop knowledge of creating colour and use of line.</p> <p>To know what is meant by colour</p> <p>To know that primary colours are colours that cannot be made by mixing other colours together</p> <p>To name the primary colours</p> <p>To know that when I mix colours, it creates a new colour</p> <p>To know that the way I apply paint (e.g. fingers, paintbrush, sponge, splatter) will alter the effect it creates</p> <p>DT Components: Food</p> <p>Use simple utensils and equipment to; cut, grate, and chop safely.</p>
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		<p>Music</p> <p>Concept: Listening</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Concept: Singing</p> <p>Learn rhymes and songs</p> <p>Explore and engage in music making and dance, performing solo in groups.</p> <p>Hold an instrument correctly.</p> <p>Follow the melody sung by the teacher.</p> <p>Show an awareness of singing in a group, standing still when needed to and copying the actions when needed.</p>	<p>Show an awareness of singing in a group, standing still when needed to and copying the actions when needed.</p>	<p>Express feelings in music by responding to different moods in a musical score – eg by dancing to upbeat music, by pretending to sleep to lullabies etc.</p>	<p>Show an awareness of singing in a group, standing still when needed to and copying the actions when needed.</p>	<p>Music</p> <p>Concept: Singing</p> <p>Show an awareness of singing in a group, standing still when needed to and copying the actions when needed.</p>
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Links to the National Curriculum

Whilst we follow the Educational Programmes set out in the Early Years Foundation Stage Statutory Framework, we have designed a curriculum with our children at the heart. Their experiences, their interests, and their needs are at the root of every decision we make.

Our curriculum is sequentially planned to develop over time, continually building on prior learning and imparting knowledge in manageable and coherent chunks. We aim to be responsive in our planning to the children's needs and interests and develop knowledge and skills in an engaging and purposeful way. We also want the children to be armed with all the knowledge and experiences that they need to be successful in the next part of their learning journey.

Alongside our subject leaders, we have identified the key knowledge that will be taught in Reception to provide solid foundations for their Year 1 learning and beyond. This will prepare the children for their future learning, giving them a secure knowledge base to recall and retrieve from. We have identified key concepts and components from the National Curriculum and unpicked what knowledge our youngest learners would need in these areas. We have interweaved these into our Reception Curriculum and ensured time is given to teaching and securing this knowledge.