

# Westvale Primary School



## Early Years Foundation Stage Curriculum

Foundation 1 – Nursery (3-4 years)

Foundation 2 – Reception (4-5 years) 2024-2025





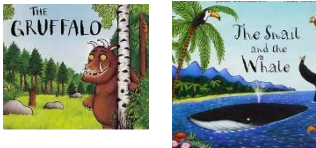

September 2024

# Early Years Foundation Stage Curriculum



## Westvale Values and Ethos

Through a stimulating, broad and child-centred curriculum we aim for all children to reach their full potential, to be confident and to develop a positive attitude towards their learning. We will provide a wide range of learning opportunities for the children to enjoy, encourage them to value their own achievements and to celebrate the success of others. Our high expectations include academic achievement, good behaviour, tolerance, co-operation and fairness.

Class	Class Artist	Class Author	Class Composers
<p><b>Nursery</b></p>	<p>Jackson Pollock</p> 	<p>Martin Waddell</p> 	<p>Ludovico Einaudi</p> 
<p><b>Reception</b></p>	<p>Wassily Kandinsky</p> 	<p>Julia Donaldson</p> 	<p>Fleetwood Mac</p> 

# Westvale Primary School



## Early Years Foundation Stage Curriculum

Foundation 1 – Nursery (3-4 years)

2024-2025

September 2024

## Our NURSERY and RECEPTION Topic Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery &amp; Reception Theme</b>		Me and My Family	Celebrations	Transport	On the Farm	Beside the Seaside	Superheroes and People who Help Us
<b>Nursery &amp; Reception Texts</b>		Gingerbread Man by Mara Alperin	I'm Going to Eat This Ant by Chris Naylor Ballestros	Naughty Bus by Jan Oke	The Journey Home by Emma Levey	The Whale who Wanted More by Rachel Bright	Supertato by Sue Hendra
<b>Role Play / Enhancements</b>	<b>Nursery</b>	Home corner: Kitchen	Celebratory dinners (Diwali, Christmas etc)	Vehicles	Garden Centre	Beach	Supermarket
	<b>Reception</b>	Bakery	Elves workshop	Travel Agents	Farm Shop	Aquarium	Dentist
	<b>Outdoors</b>	Gingerbread Cottage	Christmas Cafe	Bus Station	Garden Centre Cafe	Ice Cream Shop	People who help us in traffic; Lollipop person, traffic officers.
<b>Cultural Capital &amp; Home Links.</b>	<b>Nursery</b>	Information from home. Local community Local walk	Autumn Walk in Olivia's Garden Remembrance Day Food from India Food / toy bank collection Christmas	Train ride Transport in the local area. Making healthy food. Teeth brushing	Spring walk Parent volunteers to plant with their children. Caterpillars in class	Photographs of the children on holiday.  Visit to Formby Beach	Parents in to talk about their jobs. Fire brigade/ police visit Superhero Day Supermarket visit
	<b>Reception</b>	Information from home My street Local walk	Autumn field work on school field. Remembrance Day Comparing Chinese food to English food. Food bank/toy collection Christmas	Bus ride Travel and transport Transport past and present. Our capital city Who lives in London?	Growing vegetables Class trip to a farm Mini beasts Chicks in class	Photographs of the children on holiday.  Visit to the World Museum Aquarium.	Dentist visit into school. Making healthy food. Teeth brushing.

## NURSERY CURRICULUM GOALS (NON- STATUTORY)

**To give each child the best chance of achieving the Early Learning Goals and with our values and ethos in mind, we aim for children to leave Westvale Nursery with the following skills... (non-statutory)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Family	Celebrations	Transport	On the Farm	Beside the Seaside	Superheroes and People who Help Us
<p>PSED PSHE Jigsaw SOW is used alongside these goals.</p>	<p><b><u>(Self-Regulation)</u></b> Follow a few simple rules. Follow nursery routines Tidy up resources after using them. Treat resources with respect. Treat other people's belongings with respect. <b><u>(Managing Self)</u></b> Know they are special and unique. Understand and apply the rules at nursery. Communicate when they are hungry, tired or thirsty. Develop confidence to try new activities. <b><u>(Building Relationships)</u></b> Develop good relationships with adults and children. Play cooperatively.</p>	<p><b><u>(Self Regulation)</u></b> Give my attention to an activity not of my choosing <b><u>(Managing Self)</u></b> Take turns with others with little support <b><u>(Building Relationships)</u></b> Express my own needs/wants/opinions to others and elaborate on them. Talk about what I am good at. Make independent choices</p>	<p><b><u>(Self Regulation)</u></b> Understand that their words/actions affect others. Talk about their feelings using a range of emotion words e.g. excited, worried etc. Understand how others might show their feelings <b><u>(Managing Self)</u></b> Learn how to keep their teeth and mouth healthy. Learn how to keep their body healthy. Try new foods. Understand that others might look or act differently to me. <b><u>(Building Relationships)</u></b> Treat others fairly and kindly and demonstrate</p>	<p><b><u>(Self Regulation)</u></b> Recognise when behaviour is not acceptable and might be able to explain why Wait their turn with little support. Support others' in tidying up their resources. <b><u>(Managing Self)</u></b> Go to the toilet independently (or with little help) and wash their own hands. <b><u>(Building Relationships)</u></b> Use the sand timer to take turns and sometimes initiate this independently.</p>	<p><b><u>(Self Regulation)</u></b> Follow a two-part instruction. <b><u>(Managing Self)</u></b> Demonstrate resilience and persevere if something gets tricky. Ask questions to find out more. Be proud of themselves when they have accomplished something tricky. <b><u>(Building Relationships)</u></b> Take part in a two-way conversation. Ask their friend if they are OK whilst upset.</p>	<p><b><u>(Self Regulation)</u></b> Inhibit immediate impulses when appropriate <b><u>(Managing Self)</u></b> Say what they could do better next time when completing a task (review my work) Know how to behave in various contexts outside of Nursery e.g. being a safe pedestrian Put on most items of clothing independently Put my shoes on independently Problem solve and demonstrate my thinking <b><u>(Building Relationships)</u></b> Take simple steps to resolve conflict Work as part of a team to solve a problem</p>

			<p>sensitivity to their needs. Use the sand timer to take turns and sometimes initiate this independently. Have one or two special friends. Listen to others and respond appropriately.</p>			
<p>COMMUNICATION AND LANGUAGE</p>	<p><b><u>(Listening, Attention and Understanding)</u></b> Listen to others at circle time in small and large groups. Enjoy participating in group games and activities which include environmental and instrumental sounds. <b><u>(Speaking)</u></b> Learn at least 4 nursery rhymes and repeat to an adult.</p>	<p><b><u>(Listening, Attention and Understanding)</u></b> Listen without getting easily distracted. <b><u>(Speaking)</u></b> Express my ideas, thoughts and opinions</p>	<p><b><u>(Listening, Attention and Understanding)</u></b> Demonstrate their attention and understanding through a combination of gesture, asking questions and adding comments Demonstrate two-channelled attention (can listen and do) Listen attentively to stories Re-tell a familiar story <b><u>(Speaking)</u></b> Remember and use 'magic words' (key higher level vocabulary) in my conversations with others.</p>	<p><b><u>(Listening, Attention and Understanding)</u></b> Demonstrate their attention and understanding through a combination of gesture, asking questions and adding comments Listen attentively to stories Re-tell a familiar story <b><u>(Speaking)</u></b> Offer explanations as to why something happens Use language to develop simple narratives Take turns in conversation and begin to extend them Re-tell a simple story using key language</p>	<p><b><u>(Listening, Attention and Understanding)</u></b> Demonstrate high levels of engagement when engaging in their own choices of activity and sometimes to activities not of their own choosing. <b><u>(Speaking)</u></b> Use past/present and future tense. Use plurals and pronouns correctly.</p>	<p><b><u>(Listening, Attention and Understanding)</u></b> Re-enact what an adult does e.g. pretending to 'teach' by re-enacting group times with friends. <b><u>(Speaking)</u></b> Re-tell a simple poem Use descriptive language</p>

			Enjoy making up rhymes/my own songs. Can use some conjunctions e.g. 'and' and 'because'			
PHYSICAL DEVELOPMENT  Get Set 4 PE SOW taught alongside these goals	<p><b><u>Gross Motor Skills</u></b> Run safely Use steps and ladders safely (climbing frame) Push myself through a tunnel Make large movements with my arms clockwise, anticlockwise and in a figure of eight.</p> <p><b><u>Fine Motor Skills</u></b> Thread beads onto a string Use a range of mark making tools of various sizes</p>	<p><b><u>(Gross Motor Skills)</u></b> Continue to run safely Continue to use steps and ladders safely (climbing frame) Continue to take large movements with my arms clockwise, anticlockwise and in a figure of eight.</p> <p><b><u>(Fine Motor Skills)</u></b> Draw large and small circles. Use child tweezers to pick up small items Begin to fasten buttons on clothing or zip up my jackets Roll balls and 'sausages' with play dough</p>	<p><b><u>(Gross Motor Skills)</u></b> Ride a trike Stand up without using their hands to help them up from the floor Squat without using their hands Balance on one foot Reach for an object on the opposite side of their body with the opposite hand Use their stomach to balance or roll (e.g. using peanut ball)</p> <p><b><u>(Fine Motor Skills)</u></b> Use cotton buds to create 'pointillism' style paintings Use child scissors to make snips in paper, holding the paper with my other hand. Write some letters from their first name Use anticlockwise movements and retrace vertical lines</p>	<p><b><u>(Gross Motor Skills)</u></b> Ride a trike Stand up without using their hands to help me up from the floor Squat without using their hands Balance on one foot Reach for an object on the opposite side of their body with the opposite hand Use their stomach to balance or roll (e.g. using peanut ball)</p> <p><b><u>(Fine Motor Skills)</u></b> Manipulate clay to make a simple model Add detail to my playdough and clay models Use icing pens to decorate biscuits/cakes Hold an object in one hand and manipulate it with the other</p>	<p><b><u>(Gross Motor Skills)</u></b> Catch a large ball Kick a ball with increasing control</p> <p><b><u>(Fine Motor Skills)</u></b> Begin to fasten buttons on clothing or zip up their jackets. Form some recognisable letters</p>	<p><b><u>(Gross Motor Skills)</u></b> Use a bat and ball briefly.</p> <p><b><u>(Fine Motor Skills)</u></b> Pour water for their friends at snack time – initially holding the jug first and then cup and jug. Zip their coat up or fasten a button.</p>

		Fasten the straps on my shoes Begin to use spoons/forks to feed myself	Begin to use a tripod grip more consistently			
LITERACY  Pathways To Write used to inform planning Read, Write Inc taught from Summer 1	<p><b><u>Comprehension</u></b> Respect books and know how to handle them Say how they feel about a story or rhyme.</p> <p><b><u>Word Reading</u></b> Recognise their own first name with a visual clue. Recognise the Westvale logo (jumpers and cardigans)</p> <p><b><u>Writing</u></b> Mark make on a range of media with different resources. Explain what their marks mean Retrace vertical and horizontal lines.</p>	<p><b><u>Comprehension</u></b> Continue to respect books and know how to handle them Talk about the features of a book (the spine, front cover, beginning, end, page, word, letter, line)</p> <p><b><u>Word Reading</u></b> Continue to recognise their own first name with a visual clue. Recognise the Westvale logo (jumpers and cardigans) Recognise rhythm in spoken language Recognise rhyme in spoken language and can find some simple rhyming pairs</p> <p><b><u>Writing</u></b></p>	<p><b><u>Comprehension</u></b> Re-tell/act out a familiar story Talk about characters/settings in a story Talk about the beginning/middle/end of a text Predict what might happen next using deduction</p> <p><b><u>Word Reading</u></b> Recognise rhythm in spoken language Recognise rhyme in spoken language and can find some simple rhyming pairs Demonstrate an understanding of alliteration Know that English is read from top to bottom and left to right</p> <p><b><u>Writing</u></b> Write some letters from their first name</p>	<p><b><u>Comprehension</u></b> Recognise a range of logos e.g. supermarkets/favourite TV shows etc. Talk about print they see in the environment/ask questions about what they see e.g. logos/numbers/adverts/posters</p> <p><b><u>Word Reading</u></b> Recognise their own first name with no visual clue</p> <p><b><u>Writing</u></b> Add increasing detail to their drawings</p>	<p><b><u>Comprehension</u></b> Recognise a range of logos e.g. supermarkets/favourite TV shows etc. Talk about print they see in the environment/ask questions about what they see e.g. logos/numbers/adverts/posters Talk about their favourite story with some detail. Know they can get information from the iPad/laptop or a text.</p> <p><b><u>Word Reading</u></b> (N2 ONLY)Following Read write Inc they will: Understand the concept of a letter and a word. Understand why they learn phonics (to help them read/write). Recognise m/a/s/d/i/n/p/g/o/c/k/u/b/f/e/l/h/sh/r/j/v/y/w Suggest words that begin with each sound.</p>	<p><b><u>Comprehension</u></b> Know what an 'author' and 'poet' is.</p> <p><b><u>Word Reading</u></b> Listen and use 'Fred talk' to sound blend spoken words. Begin to orally blend a CVC word (with recognisable letters)</p> <p><b><u>Writing</u></b> Draw a map and talk about it. Begin to caption their drawings. Begin to segment CVC words for writing.</p>



		Continue to explain what their marks mean Continue to retrace vertical and horizontal lines. Mark make for a purpose e.g. to note my ideas, to 'write' a recipe/instructions. Copy some simple patterns and symbols e.g. wavy lines/zig zags	Draw circles using clock-wise and anti-clockwise movements		<b>(Writing)</b> Write some recognisable letters, some of which they remember rather than copy (using Read, Write Inc letter formation rhymes).	
MATHEMATICS	<b>(Number) ONE</b> Have a deep understanding of the number one using a maths mastery approach. Show an interest in numbers and counting Count objects with some numbers in the correct number. Recite number names in sequence to 5 (initially). Join in with rhymes and songs which separate a number e.g. 5 Current Buns <b>(Numerical Patterns)</b> <b>CIRCLE</b> Begin to develop an awareness of the properties of a circle	<b>(Number) TWO</b> Have a deep understanding of the number two using a maths mastery approach. Begin to understand 0 Attach a number name to a group of objects Sing rhymes and songs which require a number to be partitioned e.g. songs about how many are left	<b>(Number) THREE</b> Have a deep understanding of the number three using a maths mastery approach. Create and experiment with symbols and marks to represent numbers Match and compare the amounts from visual images Count forwards and backwards to 3 Count up to 3 objects in different arrangements by touching each	<b>(Number) FOUR</b> Have a deep understanding of the number four using a maths mastery approach. Compare two groups of objects saying when they have the same number Separate a group of 3 or 4 objects in different ways and begin to recognise that the total is the same. Identify groups with the same number of things Use some number names and number	<b>(Number) FIVE</b> Have a deep understanding of the number five using a maths mastery approach. Begin to see and discuss smaller numbers within a larger group. For example, in my treasure tub I have 3 green pegs and 2 blue ones. Begin to understand inverse operations e.g. that the frogs in 5 little speckled frogs will become a group of 5 again if they join together	<b>(Number) 1-10</b> Re-cap learning of 1-5 Talk about some numbers beyond 10. <b>(Numerical Patterns)</b> Re-cap prior learning Compare the attributes of two or more objects for example, both containers are full. Both containers empty. Compare capacity this ...holds the most ...the least  Shape: recap all previous shapes learnt

	<ul style="list-style-type: none"> <li>It has curved edges curvedness</li> <li>numbers of sides and corners (2D)</li> <li>circles in the environment</li> </ul> <p>Compare sizes verbally and begin to see more specific terms such as 'taller than, shorter than etc. When modelled, use ordinary objects to measure using non-standard measure e.g. cubes to measure foot size. I recognise heavy and light as concepts. Begin to develop shape awareness through construction.</p>	<p>Begin to count the number of objects in each set. For example, 3 frogs on the log and 2 in the pond</p> <p><b>(Numerical Patterns) SEMI CIRCLE</b></p> <p>Begin to develop an awareness of the properties of a Semi-circle</p> <ul style="list-style-type: none"> <li>It has curved edges curvedness</li> <li>numbers of sides and corners (2D)</li> <li>semi circles in the environment</li> </ul> <p>Find something that is longer/shorter than a given reference item. Beginning to compare items that cannot be put together e.g. the castle is</p>	<p>object as they count saying the names in a stable order. Say the total number in the group understanding that the final number said is the total in the group.</p> <p>Begin to subitise numbers up to 3 and count out 3 objects from a larger set.</p> <p><b>(Numerical Patterns) TRINAGLE</b></p> <p>Begin to develop an awareness of the properties of a Triangle</p> <ul style="list-style-type: none"> <li>It has straight edges.</li> <li>numbers of sides and corners (2D)</li> <li>triangles in the environment</li> </ul> <p>Measure ingredients for baking using cups e.g. 2 cups Understand some talk about immediate past and future, e.g. before, later, soon. Able to say what they are doing next.</p>	<p>language spontaneously</p> <p><b>(Numerical Patterns) SQUARES AND RECTANGLES</b></p> <p>Begin to develop an awareness of the properties of a square and rectangle</p> <ul style="list-style-type: none"> <li>It has straight edges.</li> <li>numbers of sides and corners (2D)</li> <li>squares and rectangles in the environment</li> </ul> <p>Begin to name the day of the week correctly. Show an awareness that a clock tells us the time. Begin to represent spatial relationships through pictorial representations Explore many resources and can make a repeating pattern of two with adult support. (red, green) Continue a repeating pattern of two, which an adult has started.</p>	<p>Count 2 sets of different objects and compare them using mathematical vocabulary more/less Use counting or matching to compare two collections of up to five objects..</p> <p>Count a group of up to five objects and know that the final number is the total number for the set. Begin to say what is one more and one less than a number using objects to support up to 5. Subitise numbers up to 5 and can count out 5 objects from a larger set.</p> <p><b>(Numerical Patterns) PENTAGON</b></p> <p>Begin to develop an awareness of the properties of a pentagon.</p> <ul style="list-style-type: none"> <li>It has straight edges.</li> <li>numbers of sides and corners (2D)</li> <li>Pentagons in the environment</li> </ul>	<p>to consolidate learning.</p>
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		<p>higher than the school</p> <p>Group objects into sets - heavy and light</p> <p>Compare objects in relation to weight and use terms lighter and heavier</p> <p>Compare the weight of different objects in my own play</p> <p>Be aware of day and night</p> <p>Create pictures using 2D shapes.</p> <p>Show an interest in shape and space by playing with shapes</p> <p>Begin to develop shape awareness through construction.</p>	<p>Anticipate specific time based events such as mealtimes and home time.</p> <p>Recognise some special events in their life and lives of others</p> <p>Match simple shapes, circle, square and rectangle</p> <p>Begin to talk about the shapes of everyday objects e.g. "round" plate</p> <p>Use shape appropriately for tasks.</p> <p>Understand positional language e.g. next to/behind/in front of/under/ on top</p>		<p>Explore many resources and can make a repeating pattern of two with adult support. (red, green)</p> <p>Continue a repeating pattern of two, which an adult has started.</p> <p>Make patterns using objects they find in the environment.</p> <p>Begin to spot errors in a repeating pattern.</p> <p>Understand positional language e.g. next to/behind/in front of/under/ on top</p> <p>Use words to compare two different patterns.</p> <p>Create a pattern, which an adult has asked them to do, for example, "Can you make a red, blue pattern"</p>	
<p>UNDERSTANDING THE WORLD</p> <p>Religious Education Wirral Scheme to inform planning.</p>	<p><b><u>(Past and Present)</u></b> Talk about members of their immediate family.</p> <p><b><u>(People, Culture and Communities)</u></b> Enjoy listening to books about other families. Know that they attend Westvale Nursery and that Westvale Nursery is in Kirkby.</p>	<p><b><u>(Past and Present)</u></b> Notice changes within seasons and can briefly talk about them.</p> <p><b><u>(People, Culture and Communities)</u></b> Enjoy listening to books about</p>	<p><b><u>(Past and Present)</u></b> Talk about how they have changed as they have grown older</p> <p>Begin to understand before/after</p> <p><b><u>(People, Culture and Communities)</u></b> Know that sometimes others will like</p>	<p><b><u>(Past and Present)</u></b> Know that some things change over time e.g. people, nature and can talk briefly about these</p> <p><b><u>(People, Culture and Communities)</u></b> Enjoy taking part in activities to celebrate their own culture</p> <p><b><u>(The Natural World)</u></b></p>	<p><b><u>(Past and Present)</u></b> Demonstrate curiosity about objects/photographs from the past</p> <p><b><u>(People, Culture and Communities)</u></b> Begin to understand that things have happened 'a long time ago'</p>	<p><b><u>(Past and Present)</u></b> Use technology to find out about the past</p> <p><b><u>(People, Culture and Communities)</u></b> Demonstrate an interest in the cultures of others and can talk briefly about these.</p> <p><b><u>(The Natural World)</u></b></p>

	<p>Messy map of their bedroom.</p> <p><b><u>(The Natural World)</u></b>          Begin to talk about what I can see, hear or feel when outside (wind, rain etc)</p>	<p>different celebrations.          Know that they attend Westvale Nursery and that Westvale Nursery is in Kirkby.          Recognise that there are others who may celebrate festivals which are different to my own such as Christmas, Eid and Chinese New Year.          Talk about events in my own life          Talk about past experiences.          Listen to stories or take part in memorial events to help me develop this understanding this further. For example, making poppies for Remembrance Sunday.</p> <p><b><u>(The Natural World)</u></b>          Begin to talk about what I can see, hear or feel when outside (wind, rain etc)</p>	<p>different things to them, they may speak a different language or look different to their own appearance          Show some interest in life in other countries</p> <p><b><u>(The Natural World)</u></b>          Talk about what they see, hear or feel describe what they see or          Know how to stay safe near the roads and traffic.</p>	<p>Begin to understand that we need to care for our environment.          Begin to observe plants closely and might make verbal observations/drawings etc          Know what a plant needs to grow and care for their plants correctly          Recognise some similarities and differences between different plants          Begin to predict what I think might happen</p>	<p>Know that we have a monarchy and our King's name is Charles.</p> <p><b><u>(The Natural World)</u></b>          Test their own ideas/evaluate what has happened e.g. Planning a tower; if it falls over, why?          Say what I would do differently next time.</p>	<p>Talk about the life cycle of a butterfly.          Talk about how some objects float and sink.          Enjoy experimenting with magnets and can give a brief explanation that plastics are 'repelled' and some metals 'attract' different materials for particular purpose, explaining why they have chosen this material.</p>
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		<p>Experiment within my play to find ways to change how objects move. For example, finding different ways to make objects move faster or slower.</p> <p>Use a pictorial representation to describe the weather for the day and use some correct language about the seasons</p> <p>Use some language to describe how materials can change, for example melting chocolate or ice</p> <p>Begin to connect experiences and celebrations to different times of the year. For example, Jack Frost and Christmas to winter.</p>				
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<p>EXPRESSIVE ARTS AND DESIGN</p>	<p><b><u>Creating with Materials</u></b> Name some colours and experiment mixing paint colours. Use the work of an artist to inspire my own (Kandinsky). <b><u>(Being Imaginative and Expressive)</u></b> Engage in pretend play that reflects familiar scenarios (e.g. pretending to iron). Sing some nursery rhymes with actions Join in with ring games Move in a range of ways (hopping, jumping, running, climbing).</p>	<p><b><u>Creating with Materials</u></b> Make my own powder colours I can create a natural rubbing and talk about it <b><u>(Being Imaginative and Expressive)</u></b> Sing along whilst moving in time to music Change pitch when I sing – high/low or match pitch to an adult's demonstration Sing with some melody, keeping in time with others Dance to music (sometimes spontaneously)</p>	<p><b><u>(Creating with Materials)</u></b> Know how to join workshop materials together to make simple models Collage workshop materials Use water colour paints/block paints <b><u>(Being Imaginative and Expressive)</u></b> Have some favourite rhymes/songs and can share these with others Sing to themselves or to another child or adult. Perform with musical instruments to themselves or to another child or adult. Enjoy some different musical styles e.g. cultural music that reflects the heritage of our cohort. I can talk about music and use some words to describe it e.g. whether it is loud/quiet/calm/exciting etc. Use a tambourine, bongo drum, claves, triangle (with help) to</p>	<p><b><u>(Creating with Materials)</u></b> Create/paint/draw something of their own (an idea) from experience/observations Create/paint/draw something from observation and with increasing detail Use some proportion in their drawings/paintings e.g. knowing that the nose is larger than an eye/a leg is longer than the head etc. <b><u>(Being Imaginative and Expressive)</u></b> Engage in fantasy imaginative play e.g. fairies, Paw Patrol, mermaids Sometimes initiate music/movement games Engage in pretend play that reflects a favourite story and uses such language</p>	<p><b><u>(Creating with Materials)</u></b> Create patterns using a range of media. Say how they would change their work to make it even better next time Choose tools (other than scissors) that might help them with their work. Design their own props to support imaginative play/story telling. <b><u>(Being Imaginative and Expressive)</u></b> Engage in narrative imaginative play where there are some roles/rules</p>	<p><b><u>(Creating with Materials)</u></b> Create some 2D shapes with malleable materials. Create some 3D shapes with malleable materials. Talk about how and why they're doing something/the process they are undertaking. Persevere to finish their idea. Be proud to share their designs/models with others and ask to put them on display Create different textures when making e.g. textured paint, different textures on a collage Use colours for a particular purpose when creating (e.g. painting/drawing/collaging). <b><u>(Being Imaginative and Expressive)</u></b> Tell a story to an adult/child or their group using props. Make up their own songs. Have some favourite poems and can share them with others.</p>
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			<p>create sounds and rhythm          Change the volume when they play instruments.          Have an understanding of rhythm and can clap/tap along to the beat with an adult's guidance          e.g. making silly songs to understand for example, clapping out the syllables of words 'carrots and rice, carrots and rice'</p>			
Kapow SOW	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<p style="text-align: center;"><u>Craft and Design</u>  <u>Let's Get Crafty!</u>            Lesson 1: Cutting skills            Lesson 2: Threading skills</p> <p><b>Seasonal craft</b> – Salt dough Christmas decorations</p>		<p style="text-align: center;"><u>Craft and Design</u>  <u>Let's Get Crafty!</u>            Lesson 3: Joining materials            Lesson 4: Paper snakes</p> <p><b>Seasonal craft</b> – Egg threading</p>		<p style="text-align: center;"><u>Craft and Design</u>  <u>Let's Get Crafty!</u>            Lesson 5: Flower designs            Lesson 6: Tissue paper flowers</p> <p><b>Seasonal craft</b> – Salt Painting</p>	

September 2024

# Westvale Primary School



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Foundation 2 – Reception (4-5 years)

2024-2025



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<b>Nursery &amp; Reception Theme</b>		Me and My Family	Celebrations	Transport	On the Farm	Beside the Seaside	Superheroes and People who Help Us
<b>Nursery &amp; Reception Texts</b>		Gingerbread Man by Mara Alperin	I'm Going to Eat This Ant by Chris Naylor Ballestros	Naughty Bus by Jan Oke	The Journey Home by Emma Levey	The Whale who Wanted More by Rachel Bright	Supertato by Sue Hendra
<b>Role Play / Enhancements</b>	<b>Nursery</b>	Home corner: Kitchen	Celebratory dinners (Diwali, Christmas etc)	Vehicles	Garden Centre	Beach	Supermarket
	<b>Reception</b>	Bakery	Elves workshop	Travel Agents	Farm Shop	Aquarium	Dentist
	<b>Outdoors</b>	Gingerbread Cottage	Christmas Cafe	Bus Station	Garden Centre Cafe	Ice Cream Shop	People who help us in traffic; Lollipop person, traffic officers.
<b>Cultural Capital &amp; Home Links.</b>	<b>Nursery</b>	Information from home. Local community Local walk	Autumn Walk in Olivia's Garden Remembrance Day Food from India Food / toy bank collection Christmas	Train ride Transport in the local area. Making healthy food. Teeth brushing	Spring walk Parent volunteers to plant with their children. Caterpillars in class	Photographs of the children on holiday.  Visit to Formby Beach	Parents in to talk about their jobs. Fire brigade/ police visit Superhero Day Supermarket visit
	<b>Reception</b>	Information from home My street Local walk	Autumn field work on school field. Remembrance Day Comparing Chinese food to English food. Food bank/toy collection Christmas	Bus ride Travel and transport Transport past and present. Our capital city Who lives in London?	Growing vegetables Class trip to a farm Mini beasts Chicks in class	Photographs of the children on holiday.  Visit to the World Museum Aquarium.	Dentist visit into school. Making healthy food. Teeth brushing.



## EARLY LEARNING GOALS STATUTORY)

Our aim is for each child to achieve the Early Learning Goals by the end of the Reception year.

### PSED

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### COMMUNICATION AND LANGUAGE

#### Listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

## **PHYSICAL DEVELOPMENT**

### **Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **LITERACY**

### **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## **MATHEMATICS**

### **Number**

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **UNDERSTANDING THE WORLD**

### **Past and Present**

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling

### **People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate, maps.

### **The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **EXPRESSIVE ARTS AND DESIGN**

### **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### **Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

### RECEPTION CURRICULUM GOALS (NON - STATUTORY)

**To give each child the best chance of achieving the Early Learning Goals and with our values and ethos in mind, we aim for children to leave Westvale Reception with the following skills... (non-statutory)**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Me and My Family	Celebrations	Transport	On the Farm	Beside the Seaside	Superheroes and People who Help Us
PSED	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.</p> <p>To be able to talk about how to stay safe.</p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To know how to be a good friend</p>	<p>To be able to show resilience and perseverance in the face of challenge.</p> <p>To be able to identify and moderate their own feelings socially and emotionally.</p> <p>To be able to display confidence to try new activities</p> <p>To be able to Manage own basic hygiene</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be able to display Confidence to try new activities.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p>	<p>To be able to think about the perspectives of others.</p> <p>To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to explore different ways of doing things.</p>	<p>To be able to show sensitivity to their own and to others' feelings.</p> <p>To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>To be able to 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>To know the school rules and be able to talk about how they help to keep them happy and safe.</p> <p>To be able to talk about how to stay safe.</p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To know how to be a good friend</p> <p>To know what to do if they are feeling</p>

	<p>To know what to do if they are feeling worried about something.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To be able to work and play cooperatively and take turns with others</p> <p>To be able to give focused attention to what their peers and the teachers say</p>	<p>and personal needs.</p> <p>To know what democracy means and begin to build an awareness of majority votes through voting in class.</p>	<p>To be able to Manage own behaviour.</p> <p>To be able to talk about what is fair and what is not fair.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p>	<p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to manage own basic hygiene and personal needs.</p>		<p>worried about something.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To be able to work and play cooperatively and take turns with others</p> <p>To be able to give focused attention to what their peers and the teachers say.</p>
<b>PSHE Jigsaw SOW</b>	<b>Being me in my world</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

PSHE	Relationships		Health & Wellbeing		Living in the wider world	
<b>KS1 Readiness Objectives</b>	<ul style="list-style-type: none"> <li>Knows right from wrong and can explain why it is important to have boundaries and routines</li> <li>Working and play co-operatively and taking turns with others</li> <li>Recognise and show sensitivity to their own and others needs</li> <li>Recognise similarities and differences between themselves and others</li> </ul>		<ul style="list-style-type: none"> <li>Managing their own personal hygiene and basic needs</li> <li>Shows an understanding of their own feelings; and those of others</li> <li>Being to regulate their behaviour</li> <li>Shows an understanding of how to stay safe in a range of common situations.</li> </ul>		<ul style="list-style-type: none"> <li>Shows care and concern for living things.</li> <li>Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</li> </ul>	
COMMUNICATION AND LANGUAGE	<p>To know and understand how to listen carefully and why listening is important.</p> <p>To know and talk about the school rules and how they help to keep us happy and safe.</p> <p>To be able to engage in story times. To be able to listen attentively and respond to what they hear with relevant questions, comments and</p>	<p>To be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>To be able to begin developing social phrases and engage in story times.</p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation</p>	<p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To be able to connect one idea or action to another using a range of connectives.</p> <p>To be able to engage in non-fiction books.</p> <p>To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different</p>	<p>To be able to describe events in some detail</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To be able to use talk to explain how things work and why they might happen.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and be able to use the new vocabulary</p>	<p>To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To know explain how things work and why they might happen regarding the environment and sustainability.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To be able to offer explanations for why things might happen, making use of recently</p>

	<p>actions when being read to and during whole class discussions and small group interactions.</p> <p>To be able to talk about and describe themselves and their families.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p>	<p>when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To know be able to use the new vocabulary taught in Topic in discussions and play</p> <p>To know vocabulary related to different celebrations and understand the different ways people celebrate.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p>	<p>places around the world.</p> <p>To be able to 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>taught in Topic in discussions and play.</p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p>	<p>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To be able to 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>To know and be able to use the new vocabulary taught in Topic in discussions and play</p> <p>To know and talk about the different people who help us in the community. (Police, fire brigade, Dr and Nurses)</p>
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PHYSICAL DEVELOPMENT Gross Motor	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	<p>To be able to move confidently in different ways.</p> <p>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to listen to</p>	<p>To be able to balance and coordinate safely.</p> <p>To be able to negotiate space effectively.</p> <p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>To know and be able to perform in small groups some floor Gymnastic moves.</p> <p>To be able to Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including</p>	<p>To be able to use gymnastics on apparatus to balance, climb &amp; swing.</p> <p>To be able to link at least 2 movements together when performing a small range of skills.</p> <p>To be able to use equipment properly and move and land safely.</p>	<p>To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. (Fielding, striking, tennis cricket)</p> <p>To know and consolidate travelling</p>	<p>To know how to participate in sporting events.</p> <p>To know and participate in different athletic races and events.</p> <p>To be able to show good agility, balance and coordination.</p> <p>To be able to run throw and jump.</p> <p>To be able to use a sequence of</p>

	<p>instructions and know how to stay safe in lessons.</p> <p>To knows and be able to travel and balance in different ways, returning to defined space.</p> <p>To be able to move on the spot and around with some awareness of others</p> <p>To be able to experiment with wide range of small equipment learning some degree of control.</p> <p>To be able to name basic tools and explain their safe use in P.E.</p>	<p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p> <p>To be able to define own space without visible boundaries.</p> <p>To know how to use high apparatus safely.</p> <p>To be able to use high apparatus such as the ropes and climbing structures in P.E and in the playground.</p> <p>To be able to experiment with wider range of</p>	<p>dance, gymnastics, sport,</p> <p>To be able to perform a single skills or movement with simple control.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p>		<p>and balancing skills through building sequences.</p> <p>To be able to Experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p>To be able to Use large and small apparatus safely and with some skill.</p>	<p>movements with some changes in level, direction or speed</p> <p>To be able to combine different movements with ease and fluency.</p>
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		equipment and use with more control.				
<b>Get Set 4 PE SOW KS1 Readiness objectives</b>	<b>Fundamentals</b>	<b>Ball Skills</b>	<b>Games</b>	<b>Gymnastics</b>		<b>Dance</b>
	<ul style="list-style-type: none"> <li>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>To use their core muscle strength to achieve a good posture.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>	<ul style="list-style-type: none"> <li>To combine different movements with ease and fluency.</li> <li>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>	<ul style="list-style-type: none"> <li>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>To combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To use a more fluent style of moving, developing control and grace.</li> <li>To combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>To use their core muscle strength to achieve a good posture.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>

LITERACY	Pathways to Write	Pathways to Write	Pathways to Write	Pathways to Write	Pathways to Write	Pathways to Write
	Gingerbread Man by Mara Alperin	I'm Going to Eat This Ant by Chris Naylor Ballestros	Naughty Bus by Jan Oke	The Journey Home by Emma Levey	The Whale who Wanted More by Rachel Bright	Supertato by Sue Hendra
RWI Phonics taught after Baseline assessment.	<p>To know some graphemes and phonemes. (Set 1)</p> <p>To be able to correctly form the graphemes and say the phonemes to match.</p> <p>To begin to know some tricky red words.</p> <p>To begin to be able to blend some CVC words.</p> <p>To be able Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</p>	<p>To be able to blend sounds to read words.</p> <p>To be able to segment and write words.</p> <p>To begin to be able to write some short captions and labels.</p> <p>To begin to be able to read some short sentences.</p> <p>Begin to be able to write CVC and CVC words.</p> <p>To begin to be aware of sentence structure (capital letters, finger</p>	<p>To know the sounds for each letter in the alphabet and at least 5 digraphs</p> <p>To be able to read and write some CVCC words.</p> <p>To know and be able to read a few common exception words matched to the school's phonic programme.</p> <p>. To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some</p>	<p>To know the sounds for each letter in the alphabet and at least 10 digraphs.</p> <p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to segment and spell words.</p> <p>To begin to be able to talk about connectives in sentence writing.</p> <p>To be able to re-read these books and build up their confidence in word reading, fluency,</p>	<p>To be able to form lower-case and capital letters correctly.</p> <p>To be able to segment and spell words and write simple phrases and sentences that can be read by others.</p> <p>To be able to read words, sentences and stories consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to draw and innovate story maps from well-known stories.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their</p>	<p>To be able to write simple sentences using adjectives, nouns and connectives.</p> <p>To be able to consistently use capital letters, finger spaces and full stop.</p> <p>To be able to re-read what they have written to check that it makes sense.</p> <p>To demonstrate understanding of what they have read by retelling and answering comprehension questions. understand recently introduced vocabulary during discussions about stories, non-fiction,</p>

<p>recently introduced vocabulary.</p> <p>To be able anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>spaces and full stops)</p> <p>To be able to participate in shared writing experiences in whole class writing sessions and story maps.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To be able to anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions</p>	<p>common exception words.</p> <p>To be able to write recognisable letters, most of which are correctly formed.</p> <p>To be able to segment and Spell words when writing independently.</p> <p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.</p> <p>To be able to demonstrate understanding of</p>	<p>understanding and enjoyment.</p> <p>To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.</p>	<p>own words and recently introduced vocabulary.</p> <p>To be able to anticipate (where appropriate) key events in stories</p> <p>To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>rhymes and poems and during role play.</p> <p>To be able to read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others.</p> <p>To be able to introduce narratives in their own writing and story maps.</p>
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	<p>about stories, non-fiction, rhymes and poems and during role play.</p> <p>To be able to talk about story structures.</p> <p>To be able to talk about characters, settings, authors and illustrators</p> <p>To begin to learn letter names.</p>	what has been read to them.			
<b>Reading Key Stage 1 readiness objectives</b>	<b>Learning to read</b>	<b>Reading to learn</b>	<b>Reading for enjoyment</b>		
	<ul style="list-style-type: none"> <li>• Developing phonemic knowledge through Read Write Inc and other phonic opportunities.</li> <li>• Developing a knowledge of stories including rhyme and identify the rhyming words within them.</li> <li>• Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing their skills and abilities in retelling familiar stories.</li> <li>• Recognising that books have information that helps them to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Routinely accessing picture books and stories</li> <li>• Listening to others expressively tell stories.</li> <li>• Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</li> </ul>		
<b>Writing</b>	<b>Learning to write</b>	<b>Writing to learn</b>	<b>Writing for enjoyment</b>		

<p><b>Key Stage 1 readiness objectives</b></p>	<ul style="list-style-type: none"> <li>• Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.</li> <li>• To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.</li> </ul>		<ul style="list-style-type: none"> <li>• Write independently to communicate their thoughts and ideas about their lived experiences.</li> <li>• Write words and sentences to help them to remember what they have done.</li> </ul>		<ul style="list-style-type: none"> <li>• Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</li> </ul>	
<p>MATHEMATICS</p>						
<p>Mathematical concepts to be taught throughout the year daily during registration.</p>	<p>To know the days of the week.</p> <p>To know different times of the day, days of the week and months of the year.</p> <p>To know the minute and hour hands on a clock.</p> <p>To begin to be able to tell O-clock and half past times.</p> <p>To be able to talk about patterns in events using language first, then, after, before.</p> <p>To be able to show awareness for different times of the day- (morning, lunch time afternoon, dinner time evening bedtime).</p>					
<p>Fluency</p>	<p>Numbers 0,1,2, (One number fortnightly)</p> <p>Shapes: circle &amp; Semi circle</p>	<p>Numbers 3, 4,5 (One number fortnightly)</p> <p>Shapes: Triangle, square, rectangle and pentagon</p>	<p>Numbers 6, 7, 8 (One number fortnightly)</p> <p>Shapes patterns</p>	<p>Numbers 9 &amp;10</p> <p>Shape Patterns</p>	<p>0 to 20 Numbers 10, 11, 12, 13, 14, 15</p> <p>Shape Patterns</p>	<p>Numbers 16, 17, 18, 19, 20</p> <p>Time</p>

Power Maths Use Power Maths Plans for provision enhancements.	<b>Unit 1: Numbers to 5</b>  <b>Unit 2: Comparing groups within 5</b>  <b>Unit 3: Shape</b>	<b>Unit 4: Change within 5</b>  <b>Unit 5: Number bonds to 5</b>  <b>Unit 6: Space</b>	<b>Unit 7: Numbers to 10</b>  <b>Unit 8: Comparing Numbers within 10</b>  <b>Unit 9: Addition to 10</b>	<b>Unit 10: Measure</b>  <b>Unit 11: Number bonds to 10</b>  <b>Unit 12: Subtraction</b>	<b>Unit 13: Exploring patterns</b>  <b>Unit 14: Counting on and counting back</b>  <b>Unit 15: Numbers to 20</b>  <b>Unit 16: Numerical patterns</b>	<b>Unit 17: Shape – composing and decomposing</b>  <b>Unit 18: Measure – Volume and capacity</b>  <b>Unit 19: Sorting (only for children meeting ELGs)</b>  <b>Unit 20: Time (Only for children meeting ELG's)</b>
<b>Mathematics KS1 readiness objectives</b>	<b>Number</b>		<b>Measurement</b>		<b>Geometry</b>	
	<ul style="list-style-type: none"> <li>To count confidently</li> <li>To show a deep understanding of numbers up to 10</li> <li>To match numerals with a group of objects to show how many there are (up to 10)</li> <li>To be able to identify relationships and patterns between numbers up to 10</li> <li>To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways</li> <li>To add and subtract one in practical activities</li> </ul>		<ul style="list-style-type: none"> <li>To measure themselves and everyday objects using a mixture of non-standard and standard measurements</li> <li>To develop spatial reasoning using measures</li> <li>To begin to order and sequence events using everyday language related to time</li> <li>To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars</li> <li>To explore the use of different measuring tools in everyday experiences and play</li> </ul>		<ul style="list-style-type: none"> <li>To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them</li> <li>To use spatial language, including following and giving directions, using relative terms</li> <li>To develop spatial reasoning with shape and space</li> <li>To compose and decompose shapes, and understanding which shapes can combine together to make another shape</li> </ul>	
UNDERSTANDING THE WORLD  Use Religious Education Wirral Scheme to inform planning.	To be able to talk about members of their immediate family and community.	To know and understand that some places are special to	To be able to recognise some similarities and differences between life in this country	To be able to continue to show respect and tolerance for those with different faiths and	To be able to Look at Similarities and differences between the natural world	To be able to talk about members of their immediate family and community.



<p>Use Snap Science Scheme to inform planning</p>	<p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p> <p>To know, name and describe people who are familiar to them.</p> <p>To be able to draw information from a simple map for their local area.</p> <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past.</p>	<p>members of their community.</p> <p>To know and name some important places of worship.</p> <p>To know some historical facts and stories from different religions and celebrations.</p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To know about different celebrations that occur in Autumn (Diwali, Hantkah, Remembrance Day, Christmas and black history month, carnival)</p> <p>To know about some influential figures from the past such as Ruby</p>	<p>and life in other countries.</p> <p>To learn about different cultures in other places in the world.</p> <p>To be able to Comment on images of familiar situations in the past.</p> <p>To be able to compare characters from stories, including figures from the past.</p> <p>To know about influential figures from the past such as Christopher Columbus, Marie Curie and discuss historical events that have happened in the past such as the discovery that the world was round, The king's coronation.</p>	<p>beliefs or those without beliefs.</p> <p>To be able to respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.</p>	<p>around them in the past and present.</p> <p>To be able to comment on images situations in the past.</p>	<p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p> <p>To know, name and describe people who are familiar to them.</p> <p>To be able to Draw information from a simple Adventure map.</p> <p>To be able to draw information from a simple map for their local area.</p> <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past.</p>
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		Bridges, Rosa Parks, and Martin Luther king.	To be able to talk about the ways the King helps us.  To know that Queen Elizabeth II was the kings mother.  To know that Prince William will be the next King. Past, Present, future.			
<p>Snap Science SOW Activities</p> <p>Nursery will also be invited to use the materials, observe and vocabulary will be introduced. In the first instance, enquiry will be child initiated for nursery with adults building upon their interest in the Reception topics.</p>	<p><b>Autumn 1</b></p> <p><u>Animals &amp; Plants</u></p> <p>What am I made of ?</p> <p>Who are my parents?</p> <p><u>Objects &amp; Materials</u></p> <p>What goes through?</p> <p><u>The Local Environment</u></p> <p>What is happening to the</p>	<p><b>Autumn 2</b></p> <p><u>Objects and Materials</u></p> <p>What happens When you mix it?</p> <p><u>Light, Space, Electricity and Movement</u></p> <p>What happens at night?</p> <p>What is in the sky?</p> <p>What is the moon?</p> <p><u>The Local Environment</u>What is the weather like</p>	<p><b>Spring 1</b></p> <p><u>Animals &amp; Plants</u></p> <p>What is inside an egg?</p> <p><u>Light, Space, Electricity and Movement</u></p> <p>What makes it move?</p> <p>How does my toy work?</p>	<p><b>Spring 2</b></p> <p><u>Animals &amp; Plants</u></p> <p>What does an earthworm do?</p> <p>Is all of a plant green?</p> <p><u>Objects &amp; Materials</u></p> <p>Who lives here?</p> <p><u>The Local Environment</u></p> <p>What is happening to the trees?</p>	<p><b>Summer 1</b></p> <p><u>Animals &amp; plants</u></p> <p>Who has stripes?</p> <p><u>Objects &amp; Materials</u></p> <p>Which hat is best to wear today?</p> <p>How do you make a good bubble?</p> <p><u>Light, Space, Electricity and Movement</u></p> <p>What floats?</p>	<p><b>Summer 2</b></p> <p><u>Objects &amp; Materials</u></p> <p>Which hat is best to wear today?</p> <p>What melts?</p> <p><u>The Local Environment</u></p> <p>What is happening to the trees?</p> <p>What is the weather like today?</p>

	trees (late autumn 1)?	today (late autumn 2)?				
<b>Science KS1 Readiness objectives</b>	<b>Working Scientifically</b>	<b>Plants</b>	<b>Animals including humans</b>	<b>Everyday materials</b>	<b>Seasonal change</b>	
	<p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</p> <p>To compare objects in their environment and talk about similarities and differences</p> <p>To ask questions about the world around them, and seek to find their own answers</p>	<p>To know what a plant is</p> <p>To know what a flower is</p> <p>To know where you see plants</p> <p>To describe different plants and flowers</p>	<p>To know what an animal is</p> <p>To recognise and name a variety of different animals</p> <p>To know the names of different body parts of humans and animals they have experience of</p>	<p>To recognise that different everyday objects are made from different materials</p> <p>To describe how different objects look and feel</p>	<p>To know about different types of weather</p> <p>To observe changes in trees and plants as the seasons progress</p>	
<b>Geography Kapow SOW:</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>To be taught across the year</b>		
	<p>Kapow: Let's Build a Map (of my house)</p> <p>Kapow: Our School from above</p>	<p>Kapow: Create a Journey stick.</p> <p>Spring 1 Kapow: Dress the Teddy</p>	<p>Kapow: Make a map</p> <p>Kapow: Pirate Bingo (linking to flying across oceans).</p>	<p>Kapow: Explore the weather</p> <p>Explore the seasons: –boxes</p>		

		Kapow: Observational painting (signs of spring) Kapow Senses in Nature		to be made up and kept outdoors for opportunistic lessons exploring different weather and seasons.
<b>Geography KS1 Readiness objectives</b>	<b>Locational knowledge</b>	<b>Knowledge of places</b>	<b>Human &amp; Physical geographical knowledge</b>	<b>Using maps</b>
	<ul style="list-style-type: none"> <li>Know where they live</li> <li>Know how they travel to school</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the differences they notice when they are in different places</li> <li>Talk about places when looking at books and watching tv/videos</li> <li>Talking about places they have been to</li> <li>Talk about places in stories</li> <li>Using language that relates to place</li> </ul>	<ul style="list-style-type: none"> <li>Recognise elements of their environment that are manmade and natural</li> </ul>	<ul style="list-style-type: none"> <li>Make maps from stories</li> <li>Follow simple maps in play</li> </ul>
<b>History KS1 Readiness objectives</b>	<b>Using language associated with the past</b>	<b>Remembering and discussing their own lives</b>	<b>Talking about things they have done with people that are special to them</b>	<b>Recognising chronology within stories</b>
	<ul style="list-style-type: none"> <li>Use words associated with the past including yesterday, last week, last year</li> <li>Use past tense when speaking about things that happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>Share their memories of significant events in their own lives.</li> <li>Talk about things that have changed.</li> <li>Begin to put these events in order</li> </ul>	<ul style="list-style-type: none"> <li>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</li> <li>Begin to put events in order.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the order of events in a range of familiar stories.</li> <li>Recognise language in stories that shows the story happened in the past.</li> </ul>

RE Wirral Scheme of work	<p style="text-align: center;"><b><u>Autumn</u></b></p> <p style="text-align: center;"><b>I'm special</b></p> <p style="text-align: center;"><i>What makes me special?</i></p> <p style="text-align: center;"><b>A special baby</b></p> <p style="text-align: center;"><i>Why was Jesus a special baby?</i></p>	<p style="text-align: center;"><b><u>Spring</u></b></p> <p style="text-align: center;"><b>Jesus, a special person</b></p> <p style="text-align: center;"><i>What things are special to us?</i></p> <p style="text-align: center;"><b>Easter (new life)</b></p> <p style="text-align: center;"><i>What are the signs of Spring?</i></p>	<p style="text-align: center;"><b><u>Summer</u></b></p> <p style="text-align: center;"><b>Helping</b></p> <p style="text-align: center;"><i>Who helps me and who can I help?</i></p>
RE KS1 Readiness objectives	<p style="text-align: center;"><b>Believing</b></p> <ul style="list-style-type: none"> <li>• To know that different people have different faiths</li> <li>• To know that some stories come from different holy books, and to express ideas in response to those stories</li> </ul>	<p style="text-align: center;"><b>Living</b></p> <ul style="list-style-type: none"> <li>• To know that different people have different times of celebration</li> <li>• To understand that different people have different ways of celebrating major events</li> <li>• To know that people of all faiths can and do live well alongside each other</li> <li>• To enjoy joining in with family customs and routines</li> <li>• To be able to express some of their own families' customs and traditions</li> </ul>	<p style="text-align: center;"><b>Expressing</b></p> <ul style="list-style-type: none"> <li>• To know that different people have a range of different ways of showing their beliefs, including prayers and worship</li> <li>• To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>
Computing (CLC Scheme of Work) KS1 Readiness objectives	<p style="text-align: center;"><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• Awareness of different technologies in and out of school</li> <li>• Awareness of the cause and effect of technology</li> <li>• Awareness of digital storage of information- photography, digital writing and research information</li> <li>• Awareness of input and outputs of devices</li> <li>• Can use technology to express creatively and constructively</li> </ul>	<p style="text-align: center;"><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• Awareness of the cause and effect of technology</li> <li>• Awareness of digital storage of information- photography, digital writing and research information</li> <li>• Awareness of input and outputs of devices</li> <li>• Can use technology to express creatively and constructively</li> </ul>	<p style="text-align: center;"><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Awareness of different technologies in and out of school</li> <li>• Awareness of the cause and effect of technology</li> <li>• Awareness of digital storage of information- photography, digital writing and research information</li> <li>• Awareness of input and outputs of devices</li> <li>• Can use technology to express creatively and constructively</li> </ul>

<p>EXPRESSIVE ARTS AND DESIGN</p> <p>Use Kapow Art Scheme to inform planning.</p>	<p>To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To know a range of songs related to themselves and their communities.</p> <p>To be able to explore sound through: Singing topical, multicultural, seasonal etc songs.</p>	<p>Listen to and explore the beats of different music from around the world.</p> <p>To know that different music is played for different celebrations.</p> <p>To be able to learn to play percussion, instruments and to listen as they play to the sounds they make. To know that sounds can be changed by altering the way they are made</p> <p>To be able to Move to musical stimuli and keep in time to the music.</p> <p>To be able to perform songs on stage to others.</p>	<p>To know different songs and dance from around the world.</p> <p>To be able to join in simple songs remembering some of the words.</p> <p>To be able to participate in action songs which call for movement</p> <p>To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping</p>	<p>To know a repertoire of songs- nursery, topical, seasonal, interdenominational, and multi-cultural</p> <p>To be able to Imitate and create movement in response to music</p> <p>To be able to Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound.</p>	<p>Be able to listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>To know that they can use their voices whilst acting to create a dramatic affect.</p> <p>To draw observational pictures of plants and features of the natural world.</p>	<p>To be able to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To Begin to be able to move rhythmically. To be able to Recognise repeated sound and motion movements to music</p> <p>To be able to perform at the Reception Graduation.</p>
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<b>Design Technology KS1 Readiness objectives</b>	<p style="text-align: center;"><b>Design</b></p> <ul style="list-style-type: none"> <li>To describe something they want to make / build / construct</li> <li>To say who they are making / building / constructing for</li> <li>To talk about what materials they are going to use when making / building / constructing</li> </ul>	<p style="text-align: center;"><b>Make</b></p> <ul style="list-style-type: none"> <li>To make / build / construct objects using a variety of materials</li> <li>To join materials together when making / building / constructing</li> </ul>	<p style="text-align: center;"><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To talk about their constructions / products, and what they are pleased with</li> <li>To talk about their constructions and say how it could be even better</li> <li>To talk about everyday objects that they like and say why they are good</li> </ul>	<p style="text-align: center;"><b>Structures</b></p> <ul style="list-style-type: none"> <li>To build / construct structures from a range of materials to a design brief that they have created or been given.</li> <li>To build / construct structures that are tall or strong.</li> <li>To know that tape and glue can join materials together and can make structures stronger.</li> </ul>	<p style="text-align: center;"><b>Food</b></p> <ul style="list-style-type: none"> <li>To recognise different foods as either healthy or unhealthy</li> <li>To know how to use basic cutlery and utensils to make and eat food</li> <li>To follow simple instructions to make different foods</li> <li>To know when we make food for other people that it needs to be appealing.</li> </ul>
<b>Design &amp; Technology Planned Units Teaching</b>	<p style="text-align: center;"><u>Autumn</u></p> <p style="text-align: center;">ASPECT: Mechanisms</p> <p style="text-align: center;">MAKING CHRISTMAS CARDS</p> <p style="text-align: center;">CURRICULUM LINK: Seasons and celebrations</p> <p style="text-align: center;">INSPIRATION: VARIETY OF CHRISTMAS CARDS</p>		<p style="text-align: center;"><u>Spring</u></p> <p style="text-align: center;">ASPECT: Food</p> <p style="text-align: center;">FRUIT KEBABS</p> <p style="text-align: center;">CURRICULUM LINK: Growing / On the farm</p> <p style="text-align: center;">INSPIRATION: VARIETY OF FRUIT FOR TASTING</p>		<p style="text-align: center;"><u>Summer</u></p> <p style="text-align: center;">ASPECT: Structures</p> <p style="text-align: center;">MAKING SOMETHING TO CATCH THE EVIL PEA</p> <p style="text-align: center;">CURRICULUM LINK: Superheroes</p> <p style="text-align: center;">INSPIRATION: SUPERTATO &amp; VARIETY OF ANIMAL CAGES</p>
<b>Art Kapow SOW</b>	<p style="text-align: center;"><u>Autumn</u> <u>Drawing</u></p> <p style="text-align: center;">Marvellous Marks</p> <p style="text-align: center;"><b>Seasonal craft</b> – Nature wreaths</p>		<p style="text-align: center;"><u>Spring</u> <u>Painting and Mixed Media</u></p> <p style="text-align: center;">Paint My World</p> <p style="text-align: center;"><b>Seasonal craft</b> – Snow flake threading (early spring term)</p>		<p style="text-align: center;"><u>Summer</u> <u>Sculpture and 3D</u> <u>Creation Station</u></p> <p style="text-align: center;"><b>Seasonal craft</b> – Petal Mandala</p>

<b>ART KS1 Readiness objectives</b>	<ul style="list-style-type: none"> <li>• Hold tools like pencils, paint brushes, scissors with increasing precision</li> <li>• Experiment with using different everyday and art materials to explore colour, texture and form</li> </ul>	<ul style="list-style-type: none"> <li>• To explore their ideas and imagination by creating drawings, paintings and sculptures.</li> <li>• To explore creating designs and art work on a range of scales.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore a range of techniques to draw, paint, print and sculpt to help them create art work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and exploring the colour, patterns and shapes in other artist's work.</li> <li>• Expressing opinions and feelings in response to their own art work and other artist's work.</li> <li>• Sharing their work with other people</li> </ul>
<b>Music Charanga SOW</b>	<p style="text-align: center;"><b><u>Autumn</u></b></p> <p style="text-align: center;">A1: Me</p> <p style="text-align: center;">A2: My Stories</p>	<p style="text-align: center;"><b><u>Spring</u></b></p> <p style="text-align: center;">S1: Everyone</p> <p style="text-align: center;">S2: Our world</p>	<p style="text-align: center;"><b><u>Summer</u></b></p> <p style="text-align: center;">Su1: Big Bear Funk</p> <p style="text-align: center;">Su2: Reflect, Rewind, Replay</p>	
<b>MUSIC KS1 Readiness objectives</b>	<p style="text-align: center;"><b>Vocalising &amp; singing</b></p>	<p style="text-align: center;"><b>Hearing &amp; listening</b></p>	<p style="text-align: center;"><b>Moving &amp; dancing</b></p>	<p style="text-align: center;"><b>Exploring &amp; playing</b></p>
	<ul style="list-style-type: none"> <li>• To join in with singing familiar songs and rhymes.</li> <li>• To make up songs and rhymes of their own.</li> <li>• To match the pitch of their voice to the pitch of the song they are singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to live and recorded music, hearing lyrics, rhymes and instruments.</li> <li>• To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</li> <li>• To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to music, including individual instruments with movement and dance</li> <li>• To match movements to the rhythm and pulse of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the range of sounds made by different instruments.</li> <li>• To use a range of percussive instruments to enhance songs and rhymes.</li> <li>• To know the names of instruments that they have explored and used.</li> </ul>