

Reception

Long Term Overview and Progression of Knowledge

Intent

At Silverstone CE Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation

At Silverstone CE Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in nature sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

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PRIME AREAS						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / Interests / Lines of Enquiry	All About Me! Family Starting school Seasons: Autumn	Christmas! (At home & around the world) Our Local Area Seasons: Autumn/Winter	Transport Going Places Then & Now Seasons: Winter	New Life! Easter My Family-generations Seasons: Spring	Mini beasts & Lifecycles Planting & Growing	Amazing Animals & Environments Around the world Seasons: Summer
Personal, Social and Emotional Development - Self regulation - Managing self - Building relationships Key Skills: (From Development Matters)	Me and My Relationships (follow SCARF scheme of work)	Valuing Differences (follow SCARF scheme of work)	Keeping Myself Safe (follow SCARF scheme of work)	Growing and Changing (follow SCARF scheme of work)	Rights and Responsibilities (follow SCARF scheme of work)	Being My Best (follow SCARF scheme of work)
	-See themselves as a valued individual -Build constructive and respectful relationships -Express their feelings and consider the feelings of others.		-Show resilience and perseverance in the face of a challenge. -Identify and moderate their own feelings socially and emotionally.		-Think about the perspective of others. -Manage their own needs.	
Progression Checkpoint: (Children on track will do this by the end of each term) Self Regulation	Children will come to school happily Children will follow the school routines and behaviours and take transitions in their stride Children will be productive during independent learning sessions		Children can express how they feel or offer an opinion		Will begin to resolve conflicts with peers Will begin to negotiate (and not be dominated to dominate) Can express feelings and consider other's point of view (even if do not agree) Early Learning Goal: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	
Progression Checkpoint: (Children on track will do this by the end of each term) Managing Self	Able to independently feed and toilet self Adheres to class rules and routines and aware of the boundaries set Is sensible and productive during independent learning		Describes self in positive terms Able to identify different emotions		Confident and enthusiastic to try new activities. Always willing to 'have a go' Takes failure in their stride Can follow instructions Early Learning Goal: 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.	
Progression Checkpoint: (Children on track will do this by the end of each term) Building Relationships	Initiates conversations and/or play with peers Demonstrates friendly behaviour and can usually share resources		Initiates conversations with both peers and adults		Takes steps to resolve conflicts amicably with peers Early Learning Goal: 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	

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Communication And Language - Listening, Attention & Understanding Speaking	Key Texts: -Harry & the dinosaurs start school -Elmer -The rainbow fish -Leaf Man -Funny bones	Key Texts: -Story of Christmas -Coming Home -Stick Man -The Gingerbread Man -The Jolly Postman at Christmas	Key Texts: -The train ride - How to catch a star -Toys -The way back home -Mr Grumpy's outing	Key Texts: -Croc and Bird -Easter Story -Jack & the beanstalk -The tiny seed - The scarecrows wedding?	Key Texts: -The Bad Tempered Lady Bird -The Hungry Caterpillar -Slow down -Oliver's Vegetables -What the ladybird Heard	Key Texts: -The Great Explorer by Chris Judge -The World Around me -You Choose -My encyclopaedia of very important animals -The snail and the whale -The tiger who came to tea
	Listening / observation games Speaking & Listening intervention groups Use of visuals - picture cues to help children to understand and follow instructions i.e., visual schedules Use of school music scheme School strategy for stop and listen e.g., clapping, bells		Adults continuously modelling during carpet sessions. Quieter children targeted to participate 1:1, group and then in class. Read and re- read books at story time Story mapping, story stones/cards, drama for writing for story retelling Following instructions		Following instructions Observation skills Link giving an explanation and questioning skills directly to Understanding the World topics Rhymes, poems and songs	
	*Learn new vocabulary *Use new vocabulary (through the day and in different contexts) *listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs.	-understand how to listen carefully and why listening is important -Engage in story times	-Ask questions to find out more and to check they understand what has been said to them. -Develop Social phrases -Engage in story times.	-Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Engage in non-fiction books. -Listen to develop a deep familiarity with new knowledge and vocabulary.	-Describe events in some detail -Use talk to help work out problems and organise thinking and activities -Explain how things work and why they might happen.	-Listen & talk about stories to build familiarity & understanding -Engage in non-fiction books -Listen to and talk about selected non-fiction to develop and deep familiarity with new knowledge and vocabulary.

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<p><u>Communication And Language</u></p> <p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i></p> <p>Listening, Attention & Understanding</p>	<p>Can answer a simple question Follow a simple instruction. Join in at story time e.g., repeated refrains</p>	<p>Can answer a two-part question Follow a two-part instruction Maintain concentration in group sessions Hold a 2-way conversation with peers and adults Use weekly taught vocabulary in context Introduce a storyline and story language in their play</p>	<p>Hold sustained conversations with peers and adults in the setting – to and fro, not just answering questions Offer explanations on what they have learnt, created, seen. Participate in discussions contributing their own ideas</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i></p> <p>Speaking</p>	<p>Can answer a simple question using yes/ no Join in at story time e.g., repeated refrains Use short sentences Ask questions Results of speech assessments and interventions (SALT?)</p>	<p>Can answer a two-part question or follow a two-part instruction Talk in sentences using tenses and connectives correctly Hold a 2-way conversation with peers and adults Ask relevant questions Use weekly taught vocabulary in context Introduce a storyline and story language in their play</p>	<p>Hold sustained conversations with peers and adults in the setting – to and fro, not just answering questions and staying on topic Offer explanations on what they have learnt, created, seen. Uses language to imagine and recreate roles and experiences in their play</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> - 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.

Additional Notes:

Useful Website:

<https://www.booksfortopics.com/reception>

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PRIME AREAS						
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<p>Physical Development</p> <ul style="list-style-type: none"> - Gross Motor - Fine Motor <p style="text-align: right;">Key Skills: <i>(From Development Matters)</i></p> <p><i>*Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</i></p> <p><i>*Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</i></p> <p><i>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p>	<p>*Kinetic Letters PE- Games Beanbags <i>(Val Sabin PE scheme)</i></p>	<p>*Kinetic Letters PE Dance Responding To Music Dress and undress independently <i>(Val Sabin PE scheme)</i></p>	<p>*Kinetic Letters PE Games Big Balls Keeping Fit <i>(Val Sabin PE scheme)</i></p>	<p>*Kinetic Letters PE Gym Travelling Body needs <i>(Val Sabin PE scheme)</i></p>	<p>*Kinetic Letters PE Games Quoits and Hoops Healthy Eating <i>(Val Sabin PE scheme)</i></p>	<p>*Kinetic Letters PE Games Bat and Balls Keeping safe <i>(Val Sabin PE scheme)</i></p>
<p>Life Skills: Dressing up in provision, Putting on aprons, Getting changed for PE/Forest School, Independently changing clothes, Healthy eating, Being hygienic, Putting a coat on including pulling the zip.</p> <p>Posture: Core Strength exercises e.g. Kinetic Letter exercises and animal positions i.e. Gorilla, meerkat, lizard, penguin and stone lion. Cosmic yoga exercises.</p> <p>Movement: PE lessons, Outside provision and playtime games, Large brushes, scarves, hoops, bikes outside, play equipment outside.</p> <p>Balance: Balance boards, scooters, trikes, Climbing equipment, Climbing PE apparatus and outside area rope and rope ladder, Balancing on bench/upturned bench, trikes, Obstacle courses in PE and outside.</p> <p>Ball skills: PE lessons, Ball and target outside and on playground</p> <p>Dance: Link with a topic</p> <p>Team Games: PE games, Playground games (adult led), Sports day</p> <p>Fine Motor: Handwriting/ letter formation taught and embedded within Kinetic Letters lesson every day. Opportunities to draw and cut within provision</p> <p>Pencil control activities. Multiple opportunities for fine motor skills activities in the provision that are differentiated through the year – playdough, plasticine, cutting activities, threading, tweezers, small Lego and construction, nuts and bolts, small scale painting, lots of different writing and painting tools and paper, chinks, puzzles and small world etc. Activities to encourage cutting for a purpose e.g., junk modelling or independent job</p>						

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<p><i>*Develop overall body-strength, balance, co-ordination, and agility</i></p>	<p><i>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.</i></p>	<p><i>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</i></p>	<p><i>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</i></p>	<p><i>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</i></p>	<p><i>Combine different movements with ease and fluency</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p>	<p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p>
<p>Physical Development</p> <p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i></p> <p>Gross Motor Skills</p>	<p>Can sit on carpet steadily Can momentarily stand on one foot Climbs stairs/ladder with alternate feet Can independently put coat and shoes on</p>	<p>Can skip, sidestep, gallop and negotiate space effectively Beginning to throw and catch accurately Can sit at table and or carpet with control</p>	<p>Can balance along a low narrow balance beam Can hop Can throw and catch a ball Negotiates space, speed and direction well Can talk about being fit and healthy</p> <p>Early Learning Goal Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>			
<p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i></p> <p>Fine Motor Skills</p>	<p>Able to write up and down lines and anti-clockwise circles Beginning to form some taught letters correctly Hold scissors with thumb and fingers – makes snips, attempts to cut along a line Use a rolling pin and playdough tools appropriately</p>	<p>Most taught letters are formed correctly and most sized correctly. Holding tools with a comfortable grip and increasing control e.g., paint brushes and pencil Can cut along a line and angles</p>	<p>Tripod grip for tools Forms most letters accurately with appropriate ascenders and descenders Can cut around a simple shape accurately Draws, from imagination or observation, representations of multiple objects e.g., a house, a tree, a person Can use a knife and fork to feed themselves</p> <p>Early Learning Goal Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all case Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p>			
<p>Additional notes:</p>						

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Literacy - Comprehension - Word reading/ phonics - Writing Key Skills: (From Development Matters)	Recognising and writing name Linking sounds to letters Phonics scheme: Little Wondle (Letters and sounds Phase 1/2)	Segmenting and blending Begin to read/write words and simple sentences Phonics scheme: Little Wondle (Letters and Sounds Phase 2)	Blending sounds together to read words and sentences. Writing captions and simple sentences Phonics scheme: Little Wondle (Letters and Sounds Phase 3)	Developing independent sentences. Capital Letters . finger spaces and a full stop. Phonics scheme: Little Wondle (Letters and Sounds Phase 3)	Writing for different purposes Retell stories Phonics scheme: Little Wondle (Letters and Sounds Phase 3/4)	Features of narrative writing Spelling multisyllabic words Phonics scheme: Little Wondle (Letters and Sounds Phase 4)
	<i>Read individual letters by saying the sounds for them.</i>	<i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i>	<i>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</i>	<i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i>	<i>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</i>	<i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</i>
Progression Checkpoint: (Children on track will do this by the end of each term) Comprehension	Developed listening skills with body posture, eye looking, ears listening and appropriate questions/answers Engages in story times Able to answer a direct question Able to follow a simple instruction		Uses story language and books both read on carpet and explicitly taught e.g., in D4W in role-play and discussions. Able to voice an opinion on a book e.g., a character or setting Able to follow a two-part instruction		Able to talk about a book that they have read or that has been read to them using their own words and any taught vocabulary Early Learning Goal -Demonstrate understanding of what has been read to them by retelling stories and narrative 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.	

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<p>Links to Year 1 National Curriculum</p>	<p>Pupils should be taught to: * develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.</p>		
<p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i> Word Reading / Phonics</p>	<p>Says the sounds for taught letters and either blending or blending with support Has a positive attitude towards reading Hears and says the initial sound in words Beginning to blend simple CVC words</p>	<p>Can continue a rhyming string Can blend CVC words and attempting longer Can sight read some HFWs Enthusiastic to read and enjoys a range of books</p>	<p>Can read and understand simple sentences using phonic knowledge to decode regular words and sight read common high frequency words Believe they are a reader Early Learning Goal -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</p>
<p>Links to Year 1 National Curriculum</p>	<p>Pupils should be taught to: * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings *read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading</p>		
<p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i> Writing</p>	<p>Give meaning to marks that they write Can hear and say some of the sounds in words e.g., beginning or end sound Remembers how to write the taught sounds (phoneme-grapheme correspondence), forming most correctly</p>	<p>Confidently segments and writes CVC words and attempts simple sentences Writes a short list Attempts to use phonic knowledge to sound out unfamiliar words Can write some HFWs</p>	<p>Can write simple sentences using phonic knowledge plus a some HFWs Writes simple phrases and sentences that can be read by adults Begins to write more extended pieces of work e.g., a story, a letter or a description Early Learning Goal -Write recognisable letters, most of which are formed correctly -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</p>
<p>Links to Year 1 National Curriculum</p>	<p>Handwriting - Pupils should be taught to: * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these. Writing - write sentences by: * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher Develop their understanding of the concepts set out in English Appendix 2 by: * leaving spaces between words * joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing.</p>		

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<p>Mathematics (White Rose Maths)</p> <ul style="list-style-type: none"> - Number - Numerical patterns - SSM <p>Key Skills: (From Development Matters)</p>	<p>Getting To Know You (3 weeks)</p> <p>Just Like Me (3 weeks)</p> <p>Key Instant Recall Facts (KIRF)</p> <p>KIRF – Count to 5</p>	<p>It’s me 123! (3 weeks)</p> <p>Light & Dark (3 weeks)</p> <p>KIRF – Recall 1 more/1 less of a given number up to 5. 1+1, 2+1, 3+1, 4+1, 5+1 5-1, 4-1, 3-1, 2-1, 1-1</p> <p>Recall number bonds to and within 5. 2+2, 3+2</p>	<p>Alive in 5!(3 weeks)</p> <p>Growing 6.7.8 (3 weeks)</p> <p>KIRF – Count to 10</p>	<p>Building 9 and 10 (3 weeks)</p> <p>(consolidation time)</p> <p>KIRF – Recall 1 more/1 less of a given number up to 10. 6+1, 7+1, 8+1, 9+1 10-1, 9-1, 8-1, 7-1, 6-1</p>	<p>To 20 and Beyond (3 weeks)</p> <p>First. Then and Now! (3 weeks)</p> <p>KIRF – Count to 20 and recall 1 more/1 less of a given number. 11+1, 12+1, 13+1, 14+1, 15+1, 16+1, 17+1, 18+1, 19+1. 20-1, 19-1, 18-1, 17-1, 16-1, 17-1, 16-1, 15-1, 14-1, 13-1, 12-1, 11-1.</p> <p>Automatically recall number bonds for numbers 0-10.</p>	<p>Find My Pattern (3 weeks)</p> <p>On the Move (3 weeks)</p> <p>KIRF - Recall all doubles and halves to 10. 3+3, 4+4, 5+5. Half of 10 is 5 Half of 8 is 4 Half of 6 is 3 Half of 4 is 2 Half of 2 is 1</p>
	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers.		Count beyond 10. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Compare length, weight and capacity. Continue, copy and create repeating patterns.		Automatically recall number bonds for numbers 0-10. Select rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	
<p>Progression Checkpoint: (Children on track will do this by the end of each term)</p> <p>Number</p>	Reciting numbers Principles of counting – anything can be counted 1:1 correspondence to 5 Can recognise subitising patterns to 6, on dice, dominoes and some random? to 5		Can practically represent number bonds to 10. Can show addition and subtraction and talk about it, explaining their reasoning. Can represent their mathematical thinking e.g., can they draw it? Recognise 1-10 and can exchange Numicon for correct number of objects		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 other quantity. Can apply their mathematical knowledge e.g., of number bonds within wider calculations	Early Learning Goal

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			<p>-Have a deep understanding of number to 10, including the composition of each number.</p> <p>-Subitise (recognise quantities without counting) up to 5.</p> <p>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
Links to Year 1 National Curriculum	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. -count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. -given a number, identify one more and one less. -identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least. -read and write numbers from 1 to 20 in numerals and words</p> <p>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. -represent and use number bonds and related subtraction facts within 20. -add and subtract one-digit and two-digit numbers to 20, including zero. solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$.</p> <p>- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>		
<p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i></p> <p>Numerical Patterns</p>	<p>Can repeat and make a simple repeating pattern</p> <p>Can identify groups that are more, less or equal</p> <p>Can state which group of objects has more.</p> <p>Can say which is larger by counting or matching one-to-one.</p>	<p>Can repeat and make a repeating pattern with more than 2 units.</p> <p>Can explain that some numbers are even and odd</p> <p>Can compare two numbers and say which is the larger.</p> <p>Can predict how many there will be if you add or take away one.</p> <p>Knows one more/less than a given number to 10/20</p>	<p>Early Learning Goal</p> <p>Explore and represent patterns within number to 10 including evens and odds, double facts and how quantities can be distributed equally</p>
Links to Year 1 National Curriculum	<p>Distribute items fairly, e.g., put 3 marbles in each bag. Recognise when items are distributed unfairly.</p>		
<p>Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i></p> <p>SSM</p>	<p>Can name some 2D shapes and beginning to describe properties</p> <p>Be able to find something longer or shorter than a reference item</p> <p>Describe the location of something using accurate positional language – on, under, next to</p>	<p>Can name some 2D and 3D shapes and beginning to describe properties</p> <p>Can use the language of measure e.g., longer, shorter, heavier etc</p> <p>Show intentionality in selecting shapes for a purpose, such as cylinders to roll?</p>	<p>Can use the language of time e.g., yesterday and tomorrow</p> <p>Can use 2D shapes to make other shapes and name accordingly e.g. I used 6 squares to make a cube, or I used 6 triangles to make a hexagon.</p> <p>Please note – No Early Learning Goal for Shape, Space and Measure</p>
Links to Year 1 National Curriculum	<p>Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later], measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds), -recognise and know the value of different denominations of coins and notes, -sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening], recognise and use language relating to dates, including days of the week, weeks, months and years, tell the time to the hour and half past the hour and draw the hands on a clock face to - -show these times, recognise and name common 2-D and 3-D shapes, including:2-D shapes [for example, rectangles (including squares), circles and triangles], 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>		
Additional Notes:			

SPECIFIC AREAS						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / Interests / Lines of Enquiry	All About Me! Family Starting school Seasons: Autumn	Christmas! (At home & around the world) Our Local Area Seasons: Autumn/Winter	Transport Going Places Then & Now Seasons: Winter	New Life! Easter My Family-generations Seasons: Spring	Mini beasts & Lifecycles Planting & Growing	Amazing Animals & Environments Around the world Seasons: Summer
Understanding The World - Past & Present - People, culture & communities - The natural world Key Skills: (From Development Matters) *Understand the effect of changing seasons on the natural world around them *Describe what they see, hear, and feel whilst outside.	Changes My Family, Culture & Community People who help us Signs of Autumn (Community – Scarecrow festival - map)	Celebrations Christmas (Past & Present) Christmas around the world (Community - Silverstone race track Christmas visit)	Vehicles Local history – Silverstone racetrack and cars Signs of Winter	New Life Past generations Easter Mothering Sunday Signs of Spring (Community – Local farm eggs to hatch in the setting)	Growing Mini beasts/ habitats Life Cycles (Community – Local trip – farm?)	Materials: changes in state Environments & Habitats Floating & Sinking Looking after the environment : Pollution Signs of Summer
	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Recognise some environments that are different to the one in which they live.
Progression Checklist: (Children on track will do this by the end of each term) Past & Present	Can talk about their family and people that are close to them		Know some similarities and differences between their own 'world' and things in the past. To know that some things happened in the past a long time ago and some things a long, long time ago!		Understand their 'immediate' past and longer ago. Understand the concept of a timeline	
Early Learning Goal: 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						
Progression Checklist: (Children on track will do this by the end of each term) People, culture & communities	To know that different groups of people have different gods, places of worship and celebrations. That these religions have similarities and differences, but one is not better than the other		To understand and be able to talk about some similarities and differences between the lives of children within the UK and outside the UK.		To understand and talk about some religious and cultural differences between people in their class, England and in the world.	
Early Learning Goal: 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.						
Progression Checklist: (Children on track will do this by the end of each term) The Natural World	Can demonstrate appreciation that the world is not limited to Silverstone		Can talk about the different habitats and environments and life cycles		Understands changing states of matter Can name and talk about the seasons Able to use observational skills and attempt an observational drawing or painting.	

Reception

Long Term Overview and Progression of Knowledge

Early Learning Goal: 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.						
SPECIFIC AREAS						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes / Interests / Lines of Enquiry	All About Me! Family Starting school Seasons: Autumn	Christmas! <i>(At home & around the world)</i> Our Local Area Seasons: Autumn/Winter	Transport Going Places Then & Now Seasons: Winter	New Life! Easter My Family-generations Seasons: Spring	Mini beasts & Lifecycles Planting & Growing	Amazing Animals & Environments Around the world Seasons: Summer
Expressive Arts and Design - Creating with materials - Being imaginative & expressive Key Skills: <i>(From Development Matters)</i> *Explore, use, and refine a variety of artistic effects to express their ideas and feelings. *Explore and engage in music making and dance, performing solo or in groups.	Printing techniques Self-portrait Charanga- Me!	Mixing colours/ Paint Christmas Cards Calendars Charanga- My Stories	Collage Charanga-Everyone!	Clay/ malleable materials Easter crafts Charanga- Our World	Combining effects Charanga: Big Funky Bear	Drawing Charanga: Reflect, rewind. replay
	<i>Develop storylines in their pretend play</i>	<i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	<i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>	<i>Create collaboratively sharing ideas, resources and skills.</i>	<i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>	<i>Watch and talk about dance and performance art, expressing their feelings and responses.</i>
Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i> Creating with Materials	Discussing colours and using colours to match the objects Children beginning to use different media and techniques for joining materials		Children discussing different shades and texture Using selection of painting tools and materials correctly and effectively Children using malleable materials to create 3D sculptures Working in pairs or small groups to create simple props for their play		Early Learning Goal Share their creations with others explaining the process that they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Make use of props and materials when role playing characters in narratives and stories	
Progression Checkpoint: <i>(Children on track will do this by the end of each term)</i> Being Imaginative & Expressive	Beginning to express own opinion Children taking part in a simple role play of a known story Singing in tune and to the correct beat		Children using imagination and develop own storylines Using role play appropriately and/or enhancing it or small world play with self-made simple resources Knows how to use different instruments Talks about how music makes them feel		Uses experiences and learnt stories to develop their own storylines Create own music or songs using instruments and body percussion Early Learning Goal Invent, adapt and recount narratives and stories with peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time to the music.	

Long Term Overview and Progression of Knowledge

RE	Which Places Are Special and Why?	Why do Christians perform a Nativity Play?	Being Special: Where Do WE Belong?	Why Do Christians put a cross in an Easter Garden?	Which stories are special and why?	Why is the word God so important to Christians?
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The Early Learning Goals. (End of year expected level)

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Understanding the World
Past and Present
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> 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.
Managing Self
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Mathematics
Number
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy
Comprehension
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.