

Harbinger Curriculum Map for Reception 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Places	Celebrations	Fairy Tales	Animals	Growing	Ourselves
Hooks for learning	'Hook' - eggs discovered - what is inside?	'Hook' - party up in role play. What special day is it?	'Hook' - Miniature door - fairies / pixies - who lives here? 'Hook' -Letter from king / video message	'Hook' - Abandoned animal	'Hook' - real Caterpillars	'Hook' - Giant letter
Key Texts	Bear Hunt Lost and Found by Oliver Jeffers Dan the flying man	The Monster's party Witch Witch Dear Santa	The castle the king built The Three Billy Goats Gruff Hansel & Gretel	Dear Zoo The journey home	The Hungry Caterpillar A Seed in Need	Peace at last So much! The lion inside
Key Vocabulary	- Tier 1 - penguin, boy, Dan the flying man, house, flowers, trees, mud, bear - Tier 2 - lost, found, searched, crane, seas, bridge, river, forest, cave - Tier 3 - South Pole, mountains, waves, snowstorm	-Tier 1 - I am... It is... He/she is... he/she can... I can... I can see... simple character names... Firework, monsters, to / from, Santa -Tier 2 - spin, dot, red, up, Big, bad, sad, little, fun, Run, hop, sit, lick, party, Dear, too bouncy, messy, noisy... -Tier 3 - jump in the jelly like a kangaroo. Baboon, unicorn, scarecrow...invite, wrapped up...	-Tier 1 -Once upon a time, happily ever after, next, after, suddenly, finally good, bad characters, billy goats gruff, big, middle size, little, troll. -Tier 2 - king, queen, princess, prince. -Tier 3 - mason, stone, carpenters, wood, blacksmiths, metal.	-Tier 1: zoo, elephant, big, giraffe, lion, camel, snake, monkey, frog, jumpy, dog/puppy, panda, elephant, poplar bear, home, live -Tier 2: sent, tall, grumpy, scary, naughty, tusks, hunt, docks, journey, frozen, melting, city, docks, island -Tier 3: fierce, perfect, deforestation, endangered, poachers, ivory, habitat, environment	-Tier 1: grow, plants, egg, moon, tiny, caterpillar, days of the week, butterfly, wings, seed, leaves, water, rain, -Tier 2: cocoon/chrysalis, nibbled, beautiful, deep, Spring, soil, roots, shoot, stem, sunlight -Tier 3: hatched, life cycle, appear, seedling, bulbs	-Tier 1: body, head, shoulders, knees, toes, eyes, mouth, ears, nose, hands, clap, stamp, home, ears, listen, eyes, see, mum, baby, daddy, squeeze, handbag -Tier 2: nod, sniff, brain, noise, smell, hear, quiet, loud, feel, touch, tongue taste, nannie, gran-gran, auntie, uncle, shaky, wrestle -Tier 3: ourselves, human, skeleton, senses, scrunch up, raise, brolly
Trips/ Visitors	Visit from mounted police	Invite parents to talk about how they celebrate (Diwali, Chinese New Year)	Dressing up day in early years Unicorn theatre trip	World book day Visit to the Idea store Dog visit	Mudchute Farm Real caterpillars	Childhood museum
Additional Learning Opportunities	Harvest, Autumn, Black History Month	Christmas, Hannukah, Diwali, Winter, Remembrance Day, Guru Nanak's Birthday	Chinese New Year, Internet Safety Week?	Spring, World Book Day Holi, Easter	Eid al-Fitr	Summer, transition, Eid ul-Adha KS1 toilet time

<p>Components: Daily story sessions (encourage children to join in with actions and repeated phrases)</p> <p>Shared attention, respond, engage, conversation during Learn & Explore time</p> <p>Introducing and consolidating 'What makes good' carpet time</p> <p>Circle time sessions and games: Who's under the blanket, name games</p> <p>Display of children's favourite places (photos). Encourage children to ask questions about what they have heard</p> <p>End Point: I can follow simple instructions</p> <p>I can listen to stories and understand what is happening (with the help of pictures)</p> <p>I know how to listen carefully and why it is important</p>	<p>Components: Daily story sessions (encourage children to join in with actions and repeated phrases)</p> <p>Shared attention, Respond, Engage, Conversation) during Learn & Explore time</p> <p>Look at non-fiction books about different celebrations and compare with our own</p> <p>Listen to peers talking about how they celebrate</p> <p>Share 'class celebrations' book. Encourage children to make comments on what they hear</p> <p>End Point: I can engage in story sessions and join in with repeated refrains and actions</p> <p>I can respond to more complex instructions (with more than 1 step)</p> <p>I can answer how and why questions</p>	<p>Components: Daily story sessions (ask comprehension questions, make predictions)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Share 'favourite Fairy Tales' books. Encourage children to ask questions about what they've heard</p> <p>Use story maps to retell key texts</p> <p>Discuss non-fiction books about castles and forests</p> <p>Guess the character? Work out the fairy tale character from the description</p> <p>End Point: I can retell a familiar story (with some exact phrases and using their own words)</p> <p>I can respond with relevant questions and comments to what I have heard</p>	<p>Components: Daily story sessions (ask comprehension questions, make predictions)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time.</p> <p>Share 'Class Pet' display. Encourage children to ask questions about what they've heard.</p> <p>Look at non-fiction books about different animals and talk about the facts we have learned/make comparisons.</p> <p>Guess the animal? Work out the animal from the description.</p> <p>Listen to different animals' noises. Can children identify the animals?</p> <p>End Point: I can ask questions to find out more.</p> <p>I can follow a story without pictures or prompts.</p> <p>I can listen to and talk about stories (describe key events, make predictions).</p> <p>I can understand a range of sentence structures.</p>	<p>Components: Daily story sessions (ask comprehension questions, make predictions)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Look at non-fiction books about plants/minibeasts and talk about the facts we have learned/make comparisons</p> <p>End Point: I can understand questions such as who, what, where, when, why and how</p> <p>I can have conversations with adults and peers with back and forth exchanges</p>	<p>Components: Daily story sessions (ask comprehension questions, make predictions)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Acting out stories</p> <p>Share 'baby' display. Encourage children to ask questions about what they've heard</p> <p>Devise questions to ask year one pupils (transition)</p> <p>End Point: See ELGs</p>
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Speaking	<p>Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Small group/Whole class carpet discussion - Our families, Our likes/dislikes, Our similarities, and differences</p> <p>Working wall with new vocabulary - refer back to and celebrate children exploring new words</p> <p>Display of children's favourite places (photos)</p> <p>End Point: I can talk in front of a small group</p> <p>I can talk to my teacher and HLTA</p> <p>I can learn new vocabulary</p>	<p>Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Introduce Helicopter Stories</p> <p>Small group/Whole class carpet discussions - How do you celebrate?</p> <p>Talking about own celebrations using photos on class display</p> <p>Plan a party for Class Pet</p> <p>Christmas performance</p> <p>Wow Word Wall - refer back to and celebrate children exploring new words</p> <p>End Point: I can answer questions during whole class/group times</p> <p>I can learn rhymes, poems and songs</p>	<p>Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Guess the character sentences e.g. it has a long neck and eat leaves</p> <p>End Point: I can talk in sentences using conjunctions e.g. and, because</p> <p>I can describe events with increasing detail</p> <p>I can use new vocabulary learnt throughout the day</p>	<p>Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time.</p> <p>Describing animal print, features of animals, animal noises and animal babies.</p> <p>End Point: I can use new vocabulary in different contexts.</p> <p>I can share my work and ideas in front of the class.</p> <p>I can link statements and stick to a main theme.</p>	<p>Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time.</p> <p>Describing tastes, textures, smells, look of different fruit and vegetables</p> <p>Describing the changes that happen to the caterpillars</p> <p>Talk about life cycles (flower, butterfly, frog)</p> <p>End Point: I can use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>I can talk in more complex sentences using a range of tenses</p> <p>I can explain how things work and why they might happen</p>	<p>Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Talking about ourselves; our likes, our families, where we live, how we feel, talking about how we access the world through our senses and what we look like.</p> <p>Talking about changes that happen as we grow.</p> <p>End Point: See ELGs</p>	
	PSED	Self-Regulation	<p>Components: Discuss and set rules and routines for the class (WMG inside and outside time)</p> <p>Circle Time getting to know you games</p> <p>Model and role play classroom scenarios - someone with a toy you want, seeing a friend upset/lonely, etc.</p> <p>Look at photos of people showing different emotions - how do you think they are feeling? Why?</p>	<p>Components: Discuss the feelings of the characters in the key texts and how they are feeling at certain points in the story</p> <p>Support children during Child Initiated Play when issues arise</p> <p>Develop use of zones of regulation to talk about feelings and how we can moderate our emotions</p> <p>End Point:</p>	<p>Components: Discuss the thoughts and feelings of the characters in key texts</p> <p>Support children during Child Initiated Play when issues arise</p> <p>Discuss how good and bad characters behave and link to feelings they may have in different situations</p> <p>Develop use of zones of regulation to talk about</p>	<p>Components: Discuss the thoughts and feelings of the characters in key texts.</p> <p>Support children during learn and explore time when issues arise.</p> <p>Discuss looking after our planet and environment.</p> <p>Develop use of zones of regulation to talk about feelings and how we can moderate our emotions</p>	<p>Components: Continue to develop use of zones of regulation -to talk about feelings -yoga poses</p> <p>Discuss looking after living things including plants and min-beasts</p> <p>Making good choices to help themselves and others</p> <p>Having a 'can do' attitude to try and try again</p> <p>End Point:</p>

		<p>Introduce zones of regulation</p> <p>End Point: I can recognise different emotions</p> <p>I can focus during short whole class activities</p> <p>I can follow one-step instructions</p> <p>I know how people show emotions</p>	<p>I can talk about how I am feeling</p> <p>I am beginning to consider the feelings of others</p> <p>I can adapt my behaviour in a range of situations</p>	<p>feelings and how we can moderate our emotions - calming cards</p> <p>End Point: I can focus during longer whole class lessons</p> <p>I can follow two-step instructions</p>	<p>End Point: I can identify and moderate my own feelings socially and emotionally.</p> <p>I can consider the feelings and needs of others.</p>	<p>I can control my emotions using a range of techniques</p> <p>I can be considerate of</p> <p>I can set a target and reflect on progress throughout</p>	
	Managing Self	<p>Components: Discuss rules of the class - why do we need these rules? What rules do you think are important for us to be safe and happy in school?</p> <p>Support children with strategies to put on coats</p> <p>End Points: I can wash my hands independently</p> <p>I can put my coat and other clothes on independently</p> <p>I can explore different areas within the reception environment</p> <p>I can use the toilet independently</p>	<p>Components: Play party games (musical statues, pass the parcel, etc).</p> <p>Support children to understand and be mindful of their emotions (if they don't 'win', etc.)</p> <p>Noticing effects of exercise in PE</p> <p>End Points: I can help to develop class rules and understand the need to have rules</p> <p>I can dress and undress for PE with support</p> <p>I can talk about what happens to body after exercise</p> <p>I am confident to try new activities</p>	<p>Components: Support children to do up their own zips, buttons, etc.</p> <p>Support children to resolve issues during sessions when they encounter a difficulty</p> <p>End Points: I am beginning to show resilience and perseverance in the face of challenge</p> <p>I am practising doing up zips, buttons and buckles</p>	<p>Components: Discuss importance of looking after animals.</p> <p>Focus on pets - how to behave safely around dogs.</p> <p>Support children to resolve issues during sessions when they encounter difficulties.</p> <p>Recap on what makes good behaviour at school.</p> <p>End Points: I will show care and consideration towards living things.</p> <p>I will know how to be safe around dogs.</p> <p>I can show resilience and seek ways to resolve conflict.</p>	<p>Components: Discuss importance of healthy eating while planting and investigating fruit and vegetables</p> <p>Sort food into healthy/unhealthy</p> <p>Zones of regulation</p> <p>End Points: I am beginning to identify and moderate my feelings socially and emotionally</p> <p>I can talk about why healthy eating is important</p> <p>I can talk about some factors which support my health such as healthy eating</p>	<p>Components: Support children to set their own goals in their work (construction, creating art work, models, dances, music, etc) and give space to evaluate and reflect on their work.</p> <p>Support children to work through problems they encounter during their Learn & Explore time</p> <p>End Points: See ELGs</p>

	Building Relationships	<p>Components: Model and role play classroom scenarios - someone with a toy you want, seeing a friend upset/lonely, etc.</p> <p>Support children to negotiate conflict during child initiated play</p> <p>End Points: I can seek the support of adults when needed</p> <p>I am gaining confidence to speak to peers and adults</p>	<p>Components: Playing party games as a group - support understanding around emotions children might have (disappointment, etc.)</p> <p>Play a variety of board games</p> <p>End Points: I can play with children who are playing with the same activity</p> <p>I am developing my friendships I can form positive relationships with Reception staff</p>	<p>Components: Learning partners during whole class sessions</p> <p>Play a variety of board games</p> <p>End Points: I am beginning to work as a group with support</p> <p>I can use different strategies to support turn taking</p>	<p>Components: Support to children to work through problems and listen to each other if conflicts arise in class.</p> <p>Small group social games.</p> <p>End Points: I can listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Components: Team work activities: Can you build a bridge / solve problems together using the yoga cubes</p> <p>Small group social games</p> <p>Team work activities: Collaborative artwork - butterflies</p> <p>End Points: I can work as a group</p> <p>I can listen to the ideas of other children and agree on a solution and compromise</p>	<p>Components: Meet new teacher and other adults to support transition</p> <p>End Points: See ELGs</p>
PSED	Jigsaw	<p style="text-align: center;"><u>Being me in my world</u></p> <p>End Points: I will help others to feel welcome</p> <p>I will try to make our school a better place I will think about everyone's right to learn</p> <p>I care about other people's feelings</p> <p>I work well with others</p> <p>I choose to follow the learning charter</p>	<p style="text-align: center;"><u>Celebrating differences</u></p> <p>End points: I will accept that everyone is different</p> <p>I will include others when working and playing</p> <p>I know how to help if someone is being bullied</p> <p>I will try to solve problems</p> <p>I will try to use kind words</p> <p>I know how to give and receive compliments</p>	<p style="text-align: center;"><u>Dreams and goals</u></p> <p>End points: I will stay motivated when doing something challenging</p> <p>I will keep trying even when it is difficult</p> <p>I will work well with a partner or in a group</p> <p>I will have a positive attitude</p> <p>I will help others to achieve their goals</p> <p>I will work hard to achieve my own dreams and goals</p>	<p style="text-align: center;"><u>Healthy me</u></p> <p>End points: I will make healthy choices.</p> <p>I will eat a healthy balanced diet.</p> <p>I will be physically active.</p> <p>I will keep myself and others safe.</p> <p>I will know how to be a good friend and enjoy healthy friendships.</p> <p>I will know how to keep calm and deal with difficult situations.</p>	<p style="text-align: center;"><u>Relationships</u></p> <p>End points: I will know how to make friends</p> <p>I will try to solve friendship problems when they occur</p> <p>I will help others to feel part of a group</p> <p>I will show respect in how I treat others</p> <p>I will know how to help myself and others when we feel upset and hurt</p> <p>I will know and demonstrate how to be a good friend</p>	<p style="text-align: center;"><u>Changing me</u></p> <p>End points: I will understand that everyone is unique and special</p> <p>I will express how I feel when change happens</p> <p>I will understand and respect the changes that I see in myself</p> <p>I will understand and respect the changes that I see in others</p> <p>I will know how to ask for help if I am worried about change</p> <p>I will look forward to change</p>

PD	Gross Motor Skills	<p>Components: Play follow the leader - move around the space in different ways</p> <p>Introduce 'What makes good' use of the garden and discuss why they are important</p> <p>Use the core muscle strength to achieve a good posture when sitting - Yoga</p> <p>End Points: I can move safely in a space</p> <p>I can stop safely</p> <p>I am developing control when using equipment</p> <p>I can sit on the carpet in a controlled way</p>	<p>Components: Moving in different ways (indoor PE - Fireworks)</p> <p>Play 'Dance, Freeze' games (party games)</p> <p>Outdoor PE using beanbags</p> <p>End Points: I can move about the space safely</p> <p>I can listen to and follow instructions</p> <p>I can use beanbags safely</p> <p>I understand the different ways of using a beanbag</p> <p>I can work cooperatively with a partner with help</p> <p>I will move in different ways</p> <p>I will perform a short dance</p>	<p>Components: Outdoor PE - Hoops and Quoits</p> <p>Indoor PE - Gymnastics</p> <p>End Points: I will use a hoop and quoit in a safe, co-ordinated and controlled manner</p> <p>I will follow instructions</p> <p>I will stop on command</p> <p>I will travel in a variety of ways</p> <p>I will show an awareness of contrasts in speed and level</p> <p>I will show an awareness of space and share space safely</p> <p>I will know, understand and show a safe use of apparatus</p>	<p>Components: Outdoor PE - Games</p> <p>Dance sessions - Carnival of the animals.</p> <p>End Points: I will stop and go on command.</p> <p>I am beginning to stay in time with the music when copying and creating actions.</p> <p>I can move safely and with confidence and imagination, communicating ideas through movement.</p> <p>I can move with control and co-ordination, expressing ideas through movement.</p> <p>I can move with control and co-ordination, copying, linking and repeating actions.</p>	<p>Components: Create obstacle courses for children to balance, climb, crawl and jump</p> <p>Water and paintbrushes to make disappearing messages</p> <p>Dance sessions - Growing</p> <p>Outdoor PE - Football</p> <p>End Points: I am aware of the effects of exercise on my body</p> <p>I will explore ideas about weather, growth and change and represent these through movement to music</p> <p>I will work cooperatively and share space with others</p> <p>I will work with a partner and devise own dance sequence</p> <p>I will use "little kicks" so that they can travel with a ball with increasing control.</p> <p>I will use a "stopping position" so that they can stop a slow-moving ball.</p> <p>I will use a "shoot" kick so that they can kick a ball aiming it into a net.</p>	<p>Components: Outdoor PE - Sports day practise</p> <p>Indoor PE - Gymnastics</p> <p>Water play - exploring tubing and transference in garden</p> <p>End Points: See ELGs</p>
		Fine Motor Skills	<p>Components: Drawing/painting ourselves and our favourite places</p> <p>Playdough</p> <p>Name writing practise</p>	<p>Components: Make decorations/jewellery by threading beads, straws, tubes, pasta</p> <p>Make paper decorations for the classroom using scissors</p>	<p>Components: Using tweezers to sort objects</p> <p>Cut zigzag lines to make crowns</p>	<p>Components: Making own animals - mixed up animals.</p> <p>Making animal masks.</p> <p>Making animal puppets.</p>	<p>Components: Cutting paper to make flowers</p> <p>Observational paintings of flowers - magnifying glasses</p>

	<p>Letter formation during phonics</p> <p>Creative workshop - cutting and joining</p> <p>End Points: I use a dominant hand</p> <p>I can mark make using different equipment</p> <p>I am beginning to use a tripod grip when using mark making tools</p> <p>I am beginning to join materials for making</p> <p>I am beginning to copy letters</p> <p>I can hold scissors correctly and begin to cut with some control</p>	<p>Wrapping 'presents'</p> <p>Make crowns using scissors to cut a zig zag</p> <p>Encourage children at lunchtimes to cut food</p> <p>Make party food - support children to make fruit salad</p> <p>Copy henna patterns</p> <p>Create rangoli patterns using shapes</p> <p>Handwriting</p> <p>End Points: I can thread beads</p> <p>I am beginning to use anticlockwise movements and retrace vertical lines</p> <p>I can hold scissors correctly and cut along a straight and zigzagged lines</p> <p>I use a tripod grip when using mark making tools</p> <p>I can accurately draw lines, circles and shapes to draw pictures</p> <p>I can write taught letters using correct formation</p> <p>I am able to hold a knife and fork correctly and use to cut food with support</p>	<p>Design and make shields / flags</p> <p>Cut around characters to make lolly stick puppets</p> <p>Support children to peg up their own pictures</p> <p>Handwriting</p> <p>End Points: I can use a tripod grip when using mark making tools</p> <p>I can hold scissors correctly and cut along a straight line / curved line</p> <p>I can write taught letters using correct formation</p>	<p>Handwriting - writing tricky words.</p> <p>End points: I can use a tripod grip when using mark making tools.</p> <p>I can hold scissors correctly and cut along a straight line / curved line.</p> <p>I can write taught letters using correct formation.</p>	<p>Support children to cut open different fruit and vegetables when investigating them</p> <p>Tweezers and different sized seeds</p> <p>Use App to form letters with finger on ipad (change pen size, background, colour)</p> <p>End Points: I can hold scissors correctly and cut out small shapes</p> <p>I can write taught letters using correct formation</p> <p>I can use thin paintbrushes to create shapes and pictures</p>	<p>End Points: See ELGs</p>
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Literacy	Comprehension	<p>Components: Whole class / Guided reading - talk about the pictures, what is happening?</p> <p>Retelling focus texts using the pictures</p> <p>Acting out key texts in class/group sessions</p> <p>Lolly stick puppets of children (mini-me's)</p> <p>4x weekly guided reading sessions per week (mixed attainment)</p> <p>End Points: I can use pictures to tell stories</p> <p>I can sequence familiar stories</p> <p>I can independently look at book, holding them the correct way and turning pages</p>	<p>Components: Whole class / Guided reading - ask children who, why, what, where questions about the stories</p> <p>Act out key texts e.g. The Monsters Party</p> <p>Retell stories and make changes to stories</p> <p>End Points: I can engage in story times, joining in with repeated phrases and actions</p> <p>I am able to answer questions about the stories I hear</p> <p>I enjoy an increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>I am able to make up my own version of the story</p>	<p>Components: Guided reading 4x days per week.</p> <p>key texts - what do you think will happen? How will the story end?</p> <p>Create story maps - The three billy goats gruff / Hansel and Gretel Changing story maps by changing good / bad characters</p> <p>What makes a good fairy tale?</p> <p>Retell and role play stories</p> <p>End Points: I can act out stories</p> <p>I am beginning to predict what may happen in a story</p> <p>I can suggest how a story might end</p> <p>I can change a story to make up a new one</p>	<p>Components: Guided reading 4x per week.</p> <p>Story mountains</p> <p>Make lift the flap books.</p> <p>Make non-fiction fact files.</p> <p>Animals poems - Higgled piggety pop, tiger tiger. Shared writing our own poem.</p> <p>Retell stories about animals.</p> <p>End Points: I can retell a story.</p> <p>I can use story language and understand and learn new vocabulary.</p> <p>I can use my own ideas to change the characters in a story.</p> <p>I am beginning to answer questions about what I have read.</p>	<p>Components: Guided reading 4x per week</p> <p>Act our key texts in our own words</p> <p>Create our own stories - characters, setting, problem, solution</p> <p>Story map - The Very Hungry Caterpillar</p> <p>End Points: I can talk about the characters in the books we are reading</p> <p>I can follow a story without pictures or props</p>	<p>Components: Guided reading 4x per week</p> <p>Story map - Peace at last</p> <p>Act out stories</p> <p>Make predictions</p> <p>End Points: See ELGs</p>
	Word Reading	<p>Components: Daily Phonics (Phase 2) 4x weekly guided reading sessions per week in mixed attainment groups</p> <p>Teach tricky words from Phase 2</p> <p>End Points: To identify sound set 1 and 2</p>	<p>Components: Guided reading 4x weekly sessions in attainment groups</p> <p>See Phonics Planning (Phase 2)</p> <p>End Points: To identify sound set 1-5 To blend CVC words using these sounds</p>	<p>Components: Guided reading 4x weekly sessions in attainment groups</p> <p>See Phonics Planning (Phase 2/3)</p> <p>End Points: To identify sound set 1-7.</p>	<p>Components: See Phonics Planning (Phase 3)</p> <p>End Points: To identify sound set 7-9 including phonemes and digraphs.</p> <p>To blend CVC and CCVC words using these sounds. To begin reading red level books using these sounds.</p>	<p>Components: See Phonics Planning</p> <p>End Points: To identify sound set 10-11 including phonemes and digraphs.</p> <p>To blend CVC and CCVC words using these sounds.</p>	<p>Components: See Phonics Planning</p> <p>End Points: To identify sound set 1-11</p> <p>To blend to read and segment to spell CCVC and CVCC words.</p>

	<p>To orally blend CVC and CCVC words using these sounds</p> <p>To begin to orally segment sounds in CVC words</p> <p>To read some tricky words</p>	<p>To read all tricky words and decodable words in Phase 2</p> <p>To read pink and red books using these sounds</p>	<p>To blend CVC and CCVC words using these sounds.</p> <p>To read all tricky words and decodable words</p> <p>To read decodable books matched to Phonics level</p>		<p>To read within the red level using these sounds.</p>	<p>To begin reading Yellow level books using these sounds.</p>
Writing	<p>Components: Name writing</p> <p>Handwriting patterns</p> <p>Using sentence stem - 'I am...'</p> <p>End Points: I can copy my name</p> <p>I give meanings to the marks I make</p> <p>I can copy taught letters</p> <p>I can write initial sounds</p> <p>I am beginning to write CVC words using taught sounds</p> <p>I can write the sentence 'I am xxx' (my name)</p>	<p>Components: Party lists - food, games, etc.</p> <p>Write party invitations Write Christmas cards/Diwali cards</p> <p>Handwriting practise</p> <p>End Points: I can write my name</p> <p>I use the correct letter formation of taught letters</p> <p>I write words and labels using taught sounds</p> <p>I am beginning to write sentences using taught sounds</p>	<p>Components: Write Guess Who? clues about different characters</p> <p>Character fact files</p> <p>Speech bubbles for characters</p> <p>Writing sentences for our stories</p> <p>Labelling our characters</p> <p>Wanted posters</p> <p>End Points: I can form some lowercase letters correctly</p> <p>I am beginning to write sentences using fingers spaces</p> <p>I know that sentences start with a capital letter and end with a full stop</p> <p>I can spell words using taught sounds</p> <p>I can spell some taught tricky words correctly</p>	<p>Components: Write own stories.</p> <p>Continue to learn to form letters correctly and organise their writing.</p> <p>End Points: I can form taught lower-case letters correctly.</p> <p>I am beginning to write sentences and captions using finger spaces and full stops.</p> <p>I can write phonetically plausible words using taught sounds.</p> <p>I can write some taught tricky words correctly.</p> <p>I am using some taught digraphs in my writing.</p> <p>I can read my own writing.</p>	<p>Components: Labelling part of a plant</p> <p>Labelling the life cycle</p> <p>Caterpillar diaries</p> <p>Lists for planting</p> <p>Recounts of planning</p> <p>Cress diaries</p> <p>End Points: I am beginning to write longer words which are spelt phonetically</p> <p>I am beginning to use capital letters at the start of a sentence</p> <p>I can use finger spaces and full stops when writing a sentence</p> <p>I can spell some taught tricky words correctly</p> <p>I am beginning to read my work back</p>	<p>Components: Writing about ourselves; our likes, our families, our homes, our feelings, our senses, and what we look like.</p> <p>Writing about how we grow and change.</p> <p>Writing orders in the cafe</p> <p>End Points: See ELGs</p>

MD	Number & Numerical Patterns	<p>Components: NCETM Mastery Maths plans</p> <p>End Points: -subitise within 3 -identify sub-groups in larger arrangements -create their own patterns for numbers within 4 -practise using their fingers to represent quantities which they can subitise -experience subitising in a range of contexts - relate the counting sequence to cardinality - develop their knowledge of the counting sequence - develop 1:1 correspondence -explore a range of strategies which support accurate counting -see that all numbers can be made of 1s -compose their own collections within 4 -understand that sets can be compared according to a range of attributes -use the language of comparison</p>	<p>Components: NCETM Mastery Maths</p> <p>End Points: -continue from first -subitise within 5, perceptually and conceptually, depending on the arrangements -continue to develop their counting skills -explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand -begin to count beyond 5 -begin to recognise numerals, relating these to quantities they can subitise and count -explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot -explore the composition of numbers within 5 -compare sets using a variety of strategies</p>	<p>Components: NCETM Mastery Maths</p> <p>End Points: -increase confidence in subitising by continuing to explore patterns within 5 -experience patterns which show a small group and '1 more' -continue to match arrangements to finger patterns -continue to develop verbal counting to 20 and beyond -continue to develop object counting skills -order numbers -continue to explore the composition of 5 -explore the composition of 6 -numbers within 10 can be composed of '5 and a bit' -continue to compare sets using the language of comparison -identifying when sets are equal -explore ways of making unequal sets equal</p>	<p>Components: NCETM Mastery Maths</p> <p>End Points: -explore symmetrical patterns, linking this to 'doubles' -continue to consolidate their understanding of cardinality, working with larger numbers within 10 -become more familiar with the counting pattern beyond 20. -explore the composition of odd and even numbers, looking at the 'shape' of these numbers -begin to link even numbers to doubles -begin to explore the composition of numbers within 10. -compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system</p>	<p>Components: NCETM Mastery Maths</p> <p>End Points: -continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns -use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number -subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 -be encouraged to identify when it is appropriate to count and when groups can be subitised -continue to develop verbal counting to 20 and beyond, including counting from different starting numbers -continue to develop confidence and accuracy in both verbal and object counting -explore the composition of 10 -order sets of objects, linking this to their understanding of the ordinal number system</p>	<p>Components: NCETM Mastery Maths</p> <p>End Points: EARLY LEARNING GOALS -Have a deep understanding of number to 10, including the composition of each number. -Subitise up to 5 -Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts -Verbally count beyond 20 -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
	Shape, Space & Measures	<p>Components: Exploring 2D shapes & position Exploring size, length using playdough Sorting according to similarities Making patterns</p>	<p>Components: Exploring 2D shapes & pattern Creating shape patterns Exploring money (Bunny money)</p> <p>End Points:</p>	<p>Components: Exploring length, height & distance LENGTH - measuring using cubes HEIGHT - measuring with feet</p>	<p>Components: Exploring 3D shapes Exploring 2D and 3D shapes</p> <p>End Points: I can name some 3D shapes and talk about their properties.</p>	<p>Components: Exploring weight and capacity Weight - using scales Water challenge - capacity Comparing capacity using cubes in containers Symmetry - butterflies</p> <p>End Points:</p>	<p>Components: Exploring time and direction Beebots Clocks What's the time Mr Wolf</p> <p>End Points:</p>

		<p>End Points: I am beginning to sort and match different objects</p> <p>I can compare size, & height</p> <p>I can make an AB pattern</p> <p>I can use some language to describe position</p>	<p>I know some of the properties of circles and triangles 2D shapes</p> <p>I can use shapes to create pictures</p> <p>I can use shapes to continue and create repeating patterns</p> <p>I can use pennies to buy an item</p>	<p>DISTANCE - metre sticks</p> <p>End Points: I can measure using cubes / feet / metre sticks</p>	<p>I can build and balance with 3D shapes.</p> <p>I can sort 2D and 3D shapes.</p> <p>I can explore how shapes can be joined to create new shapes.</p>	<p>I can use the terms heavier and lighter to compare weight of objects</p> <p>I can use the terms full/empty</p> <p>I can paint/ make a symmetrical picture</p>	<p>I can talk about events in a day</p> <p>I can recognise the numbers on a clock</p> <p>I can tell the time O'clock</p> <p>I can give directions using first, then, next and directional language forwards, sideways, turn, backwards</p>
UW	Past & Present	<p>Components: Consider characters in stories</p> <p>Focus on Black History month and celebrate achievements of people from the past</p> <p>Focus on Mae Temison - relate to aspirations</p> <p>End Points: I am beginning to compare characters from stories, including figures from the past</p> <p>I feel motivated by the success of others</p>	<p>Components: Look at how Christmas has been celebrated throughout different periods of history</p> <p>Photos of parents/carers during their own celebrations as children</p> <p>Discuss the nativity story - how do we know it was set a long time ago? What was different? (what people wore, how they travelled)</p> <p>End Points: I know some similarities and differences between things in the past and now</p>	<p>Components: Research the history of fairy tales throughout history</p> <p>Parent visitors</p> <p>End Points: I know some similarities and differences between things in the past and now</p>	<p>Components: Research the history of animals and people throughout history e.g. animals working on the farm, travelling by horse, etc.</p> <p>Look at The Easter Story. Discuss how we know it is set in the past.</p> <p>Look at how Easter has been celebrated throughout different periods of history.</p> <p>End Points: I know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Components: Looking at life cycles (caterpillar) making links to own lives from baby to child (or when in nursery).</p> <p>Looking at the life cycle of a plant - how long does it take to grow? Compare to growing vegetables, and even the growth of trees.</p> <p>End Points: I know about the past by comparing events from now to the past and considering the future</p>	<p>Components: Look at ourselves as babies and discuss - how have we changed? What did we eat? How did we move? What can we do now?</p> <p>Make simple timeline of our lives - baby, toddler, Nursery, Reception</p> <p>End Points: I know about my own life-story</p> <p>I know how I have changed</p>
	People, Culture & Communities	<p>Components: Focus on own family and people who are important to us</p> <p>Identify jobs people do</p> <p>Talk about roles of people who help us in the community</p> <p>Own aspirations for display</p> <p>End Points: I can talk about members of my family</p>	<p>Components: Look at how Diwali is celebrated (first-hand recount from Rina?)</p> <p>Discuss celebrations in our own families - what are they special times of year for your family? Weddings focus - relate to children's experiences</p> <p>Christmas performance</p>	<p>Components: Look at discuss the Chinese New Year story and research how it is celebrated</p> <p>Find China on the world map and learn some of the similarities and differences between the UK</p> <p>End Points:</p>	<p>Components: Read and discuss The Easter Story</p> <p>Research various habitats around the world and the animals within them e.g. Antarctic, savannah, jungle, ocean.</p> <p>End Points: I know that Christians celebrate Easter and can talk about some of the traditions.</p>	<p>Components: Learn about the celebration of Eid al-Fitr - possible parent visit for first-hand experience</p> <p>End Points: I know that Muslims celebrate Eid and talk about some of the traditions</p>	<p>Components: Discuss focus texts with a variety of family structures</p> <p>Look at and discuss family pictures</p> <p>Circle time discussion - what makes us different? What makes us the same?</p> <p>R.E. Who made the wonderful world?</p>

	<p>I can talk about people who help us</p> <p>I can identify own aspiration for the future</p>	<p>End Points: I can talk about how I celebrate my special day</p> <p>I am familiar with Diwali and Christmas stories</p> <p>I know that people around the world have different religions / celebrations</p> <p>I am aware of different wedding ceremonies</p>	<p>I can talk about Chinese New Year</p> <p>I know some features of the local environment</p> <p>I can talk about some differences and similarities between where I live and other habitats around the world</p>			<p>End Points: I know about family structures</p> <p>I can talk about who is in my family</p> <p>I can identify similarities and differences between myself and my peers</p>
The Natural World	<p>Components: Explore the garden. Collect twigs, sticks, feathers to make a nests for eggs.</p> <p>Mystery eggs - make predictions of what is inside. Use kiddie to investigate</p> <p>Looking after eggs. Matching dinosaur to adult</p> <p>Focus on early changes in Autumn - collect Autumn leaves</p> <p>Looking at and making own maps</p> <p>Comparing different places - focus on places travelled to and locate on world map</p> <p>End Points: I can draw some information from a simple map</p> <p>I can recognise some similarities and differences between life in this country and life in other countries</p>	<p>Components: Explore the Wild Garden and notice any changes - trees without leaves. Talk about squirrels and hibernation. Talk about Winter</p> <p>Look at non-fiction books around autumn / Winter</p> <p>End Points: I know about and recognise the signs of autumn and winter</p> <p>I know about features of the world and Earth</p> <p>I can ask questions about the natural environment</p> <p>I show respect and care for the natural environment</p>	<p>Components: Leave water out overnight (during freezing nights) - what will happen?</p> <p>Freeze characters in ice - how can we free them?</p> <p>Explore different methods - put near radiator, leave outside, pour on salt, etc.</p> <p>Making story maps</p> <p>Exploring different materials</p> <p>End Points: I know about and recognise the signs of Winter</p> <p>I know some important processes and changes in the natural world including states of matter (water freezing)</p> <p>I can talk about different environments in stories</p>	<p>Components: Focus on animal habitats.</p> <p>Compare and contrast different habitats.</p> <p>Learn about what animals look like and the noises they make.</p> <p>Learn about environmental changes caused by deforestation and global warming.</p> <p>Observe the textures and patterns of different animals fur and skin - camouflage.</p> <p>Sort animals in a variety of ways.</p> <p>Research fun facts - animals.</p> <p>End Points: I can talk about different habitats.</p> <p>I know about features of my own immediate environment and how they might vary from another.</p> <p>I know about climate change.</p>	<p>Components: Observe and talk about the changes we can see around us (leaves on trees, weather, insects, flowers, etc.)</p> <p>Growing caterpillars, changing cycle</p> <p>Planting seeds and making observations on how they grow - watch timelapse video of seeds growing (sunflower and cress)</p> <p>Planting seeds in different conditions - which grow best?</p> <p>Observational drawings of plants/flowers - magnifying glasses, microscopes, visualiser</p> <p>Look at minibeasts found outside with magnifying glasses</p> <p>Sort plants in different ways. Leaf pattern, etc.</p> <p>End Points: I know about and recognise the signs of Spring / Summer</p> <p>I know and can talk about life cycles (of a flower / butterfly)</p>	<p>Components: Explore light/dark. Observe shadows from the sun</p> <p>Look at world map and add children's photos to countries of heritage</p> <p>Simple maps - how do you get to school? What do you see along the way? Look at school using Google Maps - what do they recognise?</p> <p>Talk about where children live and the type of home they live in.</p> <p>End Points: I know some features of the local environment I know that there are many countries around the world</p> <p>See ELGs</p>

		<p>I can recognise some environments that are different to the one in which I live</p> <p>I can ask questions about the natural environment</p> <p>I show respect and care for the natural environment</p>		<p>I know about features of my own immediate environment and how they might vary from another</p>		<p>I know some of the things plants need to grow</p> <p>I can name some parts of a plant (flower, leaves, stem, roots)</p>	
EAD	Creating with Materials	<p>Components: Developing independence in using creative workshop – junk modelling, selecting paints, using collages, etc</p> <p>Making maps</p> <p>Making different environments in play - create a collaborative map with press-print, discuss the visual landmarks and elements of local places (roads, houses, shops, trees etc.)</p> <p>Using BusyThings to decorate pictures on paint</p> <p>Printing with autumn leaves</p> <p>End Points: I can make a model</p> <p>I can make a map</p> <p>I can select paint to do a painting</p> <p>I can select resources to make a collage</p> <p>I can create different environments seen in stories</p> <p>I can use paint and press-print to print a repeated image</p>	<p>Components: Make party food</p> <p>Make decorations for the classroom</p> <p>Make monster masks</p> <p>Make giant collaborative celebrations cake</p> <p>Support children to use the iPad to take photos of each other dressed up, celebrating, class party</p> <p>Create rangoli patterns using shapes</p> <p>End Points: To use colours for a particular purpose</p> <p>I know how to work safely and hygienically</p> <p>I can use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebabs, cupcakes</p>	<p>Components: Make flags, swords and shields</p> <p>Make character puppets for theatre</p> <p>Make headbands /crowns/ accessories</p> <p>End Points: I can experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>I know how to work safely and hygienically</p> <p>I can share my creations and talk about the process</p> <p>I can make props and costumes for different role play scenarios</p>	<p>Components: Support children to make props for role play (binoculars by making tubes).</p> <p>Make puppets, animal masks.</p> <p>Make home for abandoned pet.</p> <p>End Points: I can experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape).</p>	<p>Components: Create Spring collages using different textures, patterns and materials</p> <p>Make flowers / butterflies from recycled materials</p> <p>Music - Stages of caterpillar song / music videos</p> <p>End Points: I can experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>I know how to work safely and hygienically</p> <p>I will listen to and follow the beat</p> <p>I will join in with songs to help learn about caterpillars /butterflies and seeds growing</p>	<p>Components: Self-portraits/Family pictures (using paint, pens, pencils, crayons) *Look at self portraits by famous artists (Van Gough, Frieda Kahlo, Fredrick Flemister)</p> <p>Self portraits using ipad (Paint)</p> <p>End Points: I can create simple representations of people and objects</p> <p>I can explore different techniques for joining materials</p> <p>I know how to work safely and hygienically</p> <p>I can use different construction toys</p> <p>See ELG's</p>

Being Imaginative & Expressive	<p>I can apply paint to my stamp using a sponge and even pressure</p>	<p>Components: Helicopter Stories</p> <p>Learn words, melody and actions for the Christmas songs</p> <p>Explore the musical instruments and discuss pitch - is it a high/low sound? Move to the sound e.g. sit down for low, stand up for high</p> <p>Role Play: Party Place - invitations, play food, balloons, party hats, etc.</p> <p>End Points: I can perform songs in the Christmas Performance</p> <p>I can learn and perform songs for the Christmas Performance</p> <p>I can experiment with different instruments and their sounds</p> <p>I am building up a repertoire of songs</p> <p>I can use costumes and resources to act out narratives</p>	<p>Components: Helicopter Stories</p> <p>Listen to music associated with Chinese New Year</p> <p>Chinese ribbon dancing</p> <p>Exploring claves</p> <p>Singing new songs</p> <p>Helicopter Stories</p> <p>Role play in Castle.</p> <p>End Points: I can sing songs</p> <p>I can play along to the beat using claves</p> <p>I can use own ideas to perform and play instruments along to a song To learn the words and actions to a song and perform</p> <p>I am beginning to create costumes and resources for role play</p>	<p>Components: Story mountains</p> <p>Exploring instruments - sorting. Exploring elements of music</p> <p>Role play in Vets surgery.</p> <p>End Points: I am beginning to understand the elements in music - rhythm, tempo and dynamics.</p> <p>I can match music to a song.</p> <p>I can perform for others.</p>	<p>Components: Story mountains</p> <p>Role Play: Discuss ideas with the children - Garden Centre</p> <p>End Points: I can create costumes and resources for role play</p> <p>I can create my own stories and narratives in my play</p>	<p>Components: Story mountains Story maps</p> <p>Role play: Café Hairdressers</p> <p>End Points See ELG's</p>
	<p>Components: Music time - copy the body percussion pattern</p> <p>Nursery Rhyme Time</p> <p>Use instruments and sounds when reading familiar stories</p> <p>Acting out key texts as a class/group</p> <p>Listen to pieces of music that are significant to us</p> <p>Role Play: Home corner - include packaging, print and resources from a variety of cultures</p> <p>Using mini-me's in my small world play</p> <p>End Points: I can sing and perform nursery rhymes I can talk about whether I like or dislike a piece of music I can create musical patterns using body percussion I use costumes and resources to act out narratives</p>					