








EYFS Curriculum Knowledge 2021-2022

 <p>Hintlesham and Chattisham CofE Primary School</p> <p>EYFS-Ruby Class</p>	<p>Autumn 1 All About Me, My Wishes and Dreams</p> 	<p>Autumn 2 Celebrations and Festivals-A World of Colour</p> 	<p>Spring 1 Superheroes/ People Who Help Us</p> 	<p>Spring 2 Once Upon a Time, Spring and Easter</p> 	<p>Summer 1 Growing, Lifecycles and In the Garden</p> 	<p>Summer 2 Oh I Do Like to be Beside the Seaside!</p> 	
<p>KEY STORIES/TEXTS</p>	<p>Super Duper You Elmer Peepo Handa's Surprise After the Storm Pumpkin Soup</p>	<p>Diwali / Guy Fawkes (non-fiction) Kipper's Birthday Day Monkey/ Night Monkey Stickman Nativity Story</p>	<p>Winter-non-fiction George Saves the World by Lunchtime Traction Man Chinese New Year People Who Help Us: non-fiction</p>	<p>Mr Wolf's Pancakes Look Up! Whatever Next! The Darkest Dark Aliens Love Underpants Easter Story Goldilocks/Gingerbread Man</p>	<p>Jasper's Beanstalk Jack and the Beanstalk The Very Hungry Caterpillar Oliver's Vegetables What the Ladybird Heard</p>	<p>What the Ladybird Heard at the Seaside The Snail and the Whale The Singing Mermaid Night Pirates Fish (plastic pollution)</p>	
<p>EARLY LEARNING GOALS</p>							
 <p>COMMUNICATION AND LANGUAGE</p> <ul style="list-style-type: none"> Listening and Attention Speaking <p>Reception 'sticky knowledge'</p>	<p>I can understand how to listen carefully and why listening is important.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I am beginning to develop social phrases.</p> <p>I know different ways to engage in story times.</p> <p>I can recite familiar rhymes, poems and songs.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I can describe events in some detail.</p> <p>I can learn and use new vocabulary.</p>	<p>I know how to ask questions to find out more and to check they understand what has been said to them.</p> <p>I know how to articulate their ideas and thoughts in well-formed sentences.</p> <p>I can use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>I can retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>I know how to use new vocabulary in different contexts.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know how to engage in non-fiction books.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>I know how to engage in non-fiction books. – use contents page to find information about a minibeast.</p> <p>I can talk about what I have found out.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can use minibeast or ocean life specific vocabulary.</p> <p>I know how to describe events in some detail – our visit from the creepy crawly roadshow and our trip to the seaside.</p> <p>I know how to sequence events using talk.</p> <p>I know how to use talk to help work out problems and organise thinking and activities.</p> <p>I can explain how things work and why they might happen. – make predictions.</p> <p>I know how to use new vocabulary in different contexts independently.</p>	<p>Listening and Understanding</p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking.</p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>			

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<p>LITERACY</p> <ul style="list-style-type: none"> • RWInc phonics • Reading 	<p>After the completion of Baseline...</p> <p>Teach Set 1 single sounds (3 per week) and oral blending</p> <p>Daily speed sound lesson of 10 minutes followed by word time lessons</p> <p>Expected reading book level by the end of the half term: Sound blending books</p>	<p>Set 1/Set 1 additional sounds</p> <p>Continue to teach Set 1 single sounds</p> <p>Teach Set 1 special friend sounds</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading lessons (in ability groups)</p> <p>Expected reading book level by the end of the term: Ditty</p>	<p>Set 1 additional sounds/Set 2</p> <p>Continue to teach Set 1 special friend sounds and additional sounds</p> <p>Teach Set 2 sounds (when on green books)</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading lessons (in ability groups)</p> <p>Expected reading book level by the end of the half term: Ditty/red</p>	<p>Set 2</p> <p>Continue teaching Set 1 additional sounds</p> <p>Teach Set 2 sounds (when on green books)</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p> <p>Expected reading book level by the end of the term: Red/green</p>	<p>Set 2/Set 2 additional sounds/Set 3</p> <p>Teach/review Set 2 sounds (3 per week)</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p> <p>Expected reading book level by the end of the half term: Green</p>	<p>Set 2 additional sounds/Set 3</p> <p>Review all Set 2 sounds (3 per week)</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p> <p>Expected reading book level by the end of the term: Green/purple</p>	<p>By the end of Reception, children can read all Set 1 and Set 2 sounds in words, including words with consonant blends. They have built speed of reading for some of these words and can read them without hesitation.</p>	
	<p>Reception 'sticky knowledge'</p>	<p>I know the sounds that the taught letters make.</p> <p>I know what the taught letters looks like.</p>	<p>I know the sounds that the taught letters make.</p> <p>I know what the taught letters looks like.</p> <p>I recognise taught red words in text.</p>	<p>I know the sounds that the taught letters make.</p> <p>I recognise taught red words in text.</p>	<p>I know what the taught special friends look like.</p> <p>I recognise taught red words in text.</p>	<p>I know what the taught special friends look like.</p> <p>I recognise taught red words in text.</p>	<p>I know the sound that the taught special friends make.</p> <p>I know what the taught special friends look like.</p> <p>I recognise taught red words in text.</p>	<p>Word Reading.</p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<ul style="list-style-type: none"> • Writing 	<p>Name writing</p> <p>Initial sounds</p> <p>Final sounds</p> <p>Medial sounds</p> <p>Fred finger spelling (RWI)</p>	<p>Labelling-CVC, CVCC</p> <p>Speech bubbles</p> <p>Fred finger spelling (RWI)</p>	<p>Labels and captions</p> <p>Speech bubbles</p> <p>Write a sentence.</p> <p>Write an information sentence.</p> <p>Fred finger spelling and hold a sentence (RWI)</p>	<p>Speech bubbles</p> <p>Captions</p> <p>Sentences</p> <p>Fred finger spelling and hold a sentence (RWI)</p>	<p>Sentences</p> <p>Fred finger spelling and hold a sentence (RWI)</p>	<p>Sentences</p> <p>Fred finger spelling and hold a sentence (RWI)</p>	
	<p>Reception 'sticky knowledge'</p>	<p>I know that words can be written</p> <p>I know how to correctly form the taught letters.</p>	<p>I know that words can be written</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p>	<p>I know that words can be written for a variety of purposes</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>I know that words can be written for a variety of purposes</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>I know that words can be written for a variety of purposes</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p> <p>I know that sentences can be extended by using a connective.</p>	<p>I know that words can be written for a variety of purposes</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p> <p>I know that sentences can be extended by using a connective.</p>	<p>Writing.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>

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	<ul style="list-style-type: none"> Comprehension 	<p>Daily story time Poetry sessions RWI reading sessions Books linked to topic/theme/interests</p>	<p>Daily story time Poetry sessions RWI reading sessions Books linked to topic/theme/interests</p>	<p>Daily story time Poetry sessions RWI reading sessions Books linked to topic/theme/interests</p>	<p>Comprehension *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate – where appropriate – key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
	<p>Mathematical Development- WHITE ROSE</p>	<p>Getting to Know You Getting to know the children and completing baseline assessment.</p> <p>Just Like Me Match and Sort Compare amounts Compare Size, Mass and Capacity. Exploring Pattern</p> <p>It's Me 1 2 3 Representing 1,2 and 3 Comparing 1,2, and 3 Composition of 1,2 and 3 Circles and Triangles Positional Language</p> <p>Light and Dark Representing Numbers to 5 One More and Less Shapes with 4 sides Time</p>	<p>Alive in 5 Introducing zero Comparing Numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity</p> <p>Growing 6,7,8 6,7 and 8 Combing 2 amounts Making pairs Length and Height Time</p> <p>Building 9 and 10 Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial Awareness Patterns</p>	<p>To 20 and Beyond Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning Match, Rotate, Manipulate</p> <p>First then Now Adding More Taking Away Spatial Reasoning Compose and Decompose</p> <p>Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial Reasoning Visualise and Build</p> <p>On the Move Deepening Understanding Patterns and Relationships Spatial Reasoning Mapping</p>	
	<p>Reception 'sticky knowledge'</p>	<p>Just Like Me I know how to find and match objects that are the same. I know that collections can be sorted into sets based on attributes such as colour, size or shape. I know that the same collection of objects can be sorted in different ways. I know how to come up with my own criteria for sorting. I know that the sets I have created can be compared and ordered.</p>	<p>Alive in 5 I know the number zero and that the numeral 0 can be used to represent this idea. I know that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity. I know how to use a range of representations to support my understanding. I know how to compare quantities using a variety of objects and representations. I can make comparisons in different contexts as I play.</p>	<p>To 20 and Beyond I can build and identify numbers to 20 (and beyond) using a range of resources (such as 10 frames, number shapes, towers of cubes, rekenreks and bead strings). I know that larger numbers are made of full tens and parts of the next 10. I know that numbers 1-9 repeat after every full 10. I can count on and back beyond 10. I can count on and back from different starting points.</p>	<p>Number *Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5. *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>


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	<p>I know that when making comparisons a set can have more items, fewer items or the same number of items as another set.</p> <p>I know that objects can be compared and ordered based on their size.</p> <p>I can use language such as big and little, tall and short to describe a range of objects in the classroom (some children may use the language tall, long and short).</p> <p>I can copy, continue and create my own simple repeating patterns.</p> <p>It's Me 123 I can identify representations of 1,2 and 3.</p> <p>I can subitise and count how many and make my own collections of 1,2 and 3.</p> <p>I can match number names I say to numerals and quantities.</p> <p>I know how to count up to 3 objects in different arrangements by touching each object as I count and recognise that the final number I say names the quantity of the set.</p> <p>I know how to use my own mark-making to represent 1,2 and 3.</p> <p>I know that as I count, each number is one more than the number before.</p> <p>I know that as I count back, each number is one less than the previous number.</p> <p>I know that all numbers are made up of smaller numbers.</p> <p>I know the different compositions of 2 and 3 (eg. 3 can be composed of 1,1 and 1 or 1 and 2 or 2 and 1)</p> <p>I can share what I notice.</p> <p>I know that circles have one curved side.</p> <p>I know that triangles have 3 straight sides.</p> <p>I can recognise a circle and a triangle.</p> <p>I can build my own circles and triangles.</p> <p>Light and Dark I can count on and back from 4.</p> <p>I can count or subitise sets of 4 objects to find how many and can make my own collection of objects.</p> <p>I can match the number names to numerals and quantities and can say which sets have more or fewer items.</p> <p>I can continue to learn that the final number I say names the quantity of the set.</p> <p>I can use my own mark-making to represent numbers to 4.</p> <p>I can subitise up to 5 items.</p> <p>I can count forwards and backwards accurately using the counting principles.</p>	<p>I know that all numbers are made up of smaller numbers.</p> <p>I know the different compositions of 4 and 5.</p> <p>I can subitise 4 and 5.</p> <p>I notice how numbers can be made up of 2 parts or more than 2 parts.</p> <p>I know how to make direct comparisons of weight-saying which one feels heaviest and checking using scales.</p> <p>I can use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items.</p> <p>I know that larger items are not always heavy, and small items are not always light.</p> <p>I know how to show nearly full, half full and nearly empty.</p> <p>I know how to explore capacity using different materials such as water, sand, rice and beads.</p> <p>I know how to make direct comparisons by pouring from one container to another.</p> <p>I can use the language of tall, thin, narrow, wide and shallow.</p> <p>I know how to make indirect comparisons by counting how many pots it takes to fill one container.</p> <p>Growing 6,7,8 I can apply the counting principles when counting to 6,7 and 8.</p> <p>I can represent 6,7 and 8 in different ways and can count out the required number of objects from a larger group.</p> <p>I can conceptually subitise and see how the numbers are made up of smaller numbers (eg. I know it is 8 because I see 4 and 4).</p> <p>I can order and compare my representations, noticing the one more/one less pattern as they count on and back to 8.</p> <p>I know how to match to find and make pairs.</p> <p>I know that a pair is 2.</p> <p>I know that some quantities will have an odd one left over with no partner.</p> <p>I know how to play games involving matching pairs (eg. snap or memory games).</p> <p>I can begin to combine 2 groups to find out how many altogether.</p> <p>I can use the correct language to describe length and height.</p> <p>I know how to use specific vocabulary relating to length (longer, shorter), height (taller, shorter) and breadth (wider, narrower).</p> <p>I can make direct and indirect comparisons.</p> <p>I can order and sequence important times in my day using language such as now, before, later, soon, after, then and next to describe when events happen.</p>	<p>I can say what comes before and after a given number. I can place sequences of numbers in order.</p> <p>I can find larger numbers on number tracks and 100 squares.</p> <p>I can complete jigsaws and shape puzzles.</p> <p>I can select and rotate shapes to fill a given space.</p> <p>I can explain why I chose a particular shape and why a different shape wouldn't fit.</p> <p>I can match arrangements of shapes and can use positional language to describe where the shapes are in relation to one another.</p> <p>I can select shapes to complete picture boards or tangram outlines.</p> <p>First then Now I can use real objects to see that the quantity of a group can be changed by adding more.</p> <p>I can engage in addition number stories using the first, then, now structure.</p> <p>I can represent the addition number stories on 10 frames, bead strings and their fingers.</p> <p>I can use real objects to see that the quantity of a group can be changed by taking items away.</p> <p>I can engage in subtraction number stories using the first, then, now structure.</p> <p>I can represent the subtraction number stories on 10 frames, bead strings and their fingers.</p> <p>I know that shapes can be combined and separated to make new shapes.</p> <p>I can investigate how many different ways a given shape can be built using smaller shapes.</p> <p>I can explore the different shapes I can make by combining a set of given shapes in different ways.</p> <p>Find my pattern I know that doubling means 'twice as many'.</p> <p>I can build doubles using real objects and mathematical equipment.</p> <p>I can say doubles as I build them.</p> <p>I can sort doubles and non-doubles.</p> <p>I can share fairly, noticing when someone doesn't have the same.</p> <p>I can recognise and make equal groups.</p> <p>I know that sometimes there are items left over when I share or group and make suggestions for how to resolve this.</p> <p>I know that some quantities will share equally into 2 groups and some will not.</p> <p>I notice that some quantities can be grouped into pairs and some will have one left over.</p> <p>I can use the words even and odd to describe numbers.</p>	<p>Numerical Patterns. *Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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	<p>I can represent up to 5 objects on a five frame and understand that if the frame is full then there are 5.</p> <p>I can continue to count, subitise and compare as I explore one more and one less.</p> <p>I can predict how many there will be if I add one more or take one away.</p> <p>I can see the link between counting forwards and the one more pattern and counting back and the one less pattern.</p> <p>I know that squares and rectangles have 4 straight sides and 4 corners.</p> <p>I can recognise these shapes on everyday items in the classroom and outside.</p> <p>I can build my own squares and rectangles.</p> <p>I can recognise squares and rectangles in a variety of different sizes and orientations.</p> <p>I can spot other shapes with 4 sides.</p> <p>I can talk about night and day and order key events in my daily life.</p> <p>I can use appropriate language to describe when events happen (eg. day, night, morning, afternoon, before, after, today, tomorrow).</p> <p>I know how to measure time in simple ways.</p>	<p>I can recognise that regular events happen on the same day each week and can use the vocabulary 'yesterday', 'today' and 'tomorrow' to describe when events happen.</p> <p>I can describe significant events in my life and talk about events they are looking forward to.</p> <p>I know that some processes, such as growing vegetables, take a longer time.</p> <p>Building 9 and 10 I can continue to apply the counting principles when counting to 9 and 10 (forwards and backwards).</p> <p>I can represent 9 and 10 in different ways.</p> <p>I can conceptually subitise and see how the numbers are made up of smaller numbers (eg. I know it is 9 because I see 3 and 3 and 3).</p> <p>I know that a 10 frame is full when there are 10.</p> <p>I can use 10 frames, fingers and bead strings to subitise groups of 9 and 10.</p> <p>I can continue to make comparisons by lining items up with 1-1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order.</p> <p>I am beginning to know where each number sits in relation to other numbers.</p> <p>I know that when making comparisons, a set can have more items, fewer items or the same number of items as another set.</p> <p>I can compare 2 quantities.</p> <p>I can order 3 or more quantities.</p> <p>I can explore number bonds to 10 using real objects in different contexts.</p> <p>I know how to use other manipulatives such as fingers, bead strings and number shapes to explore bonds to 10.</p> <p>I can explore and manipulate 3D shapes in my play.</p> <p>I know which shapes stack and which shapes roll and why.</p> <p>I know the names of some 3D shapes.</p> <p>I can talk about similarities and differences between the shapes.</p> <p>I can sort them according to what I notice.</p> <p>I can explore more complex patterns which use items more than once in each repeat (for example, ABB, AAB, AABB, ABBBB).</p> <p>I can say patterns aloud.</p> <p>I can create patterns around the edge of shapes as well as in straight lines.</p>	<p>I can notice the even and odd structure on number shapes and by building pair-wise patterns on the 10 frames.</p> <p>I can replicate simple constructions, models, real places and places in stories.</p> <p>I know that I can look at these replications from different positions.</p> <p>I can use positional language to describe where objects are in relation to other items.</p> <p>I can play barrier games.</p> <p>I can follow simple verbal instructions as I build.</p> <p>On the Move I can engage in extended problem solving.</p> <p>I can develop my critical thinking skills.</p> <p>I can discuss possible starting points.</p> <p>I can carry out my plans and make adaptations as I go along.</p> <p>I can review and discuss my strategies.</p> <p>I can explore and investigate relationships between numbers and shapes.</p> <p>I can use Cuisenaire rods, pattern blocks and the unit construction blocks to explore these relationships.</p> <p>I can copy, continue and create a widening range of repeating patterns and symmetrical constructions.</p> <p>I know that we can make maps and plans to represent places and can use these to see where things are in relation to other things.</p> <p>I can look at and discuss different maps.</p> <p>I can create my own maps to represent the models I build, familiar places and places in stories.</p>
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KEY VOCABULARY	<p>NUMBER AND PLACE VALUE: zero, number; one, two, three... to twenty and beyond, teens numbers, one, how many? count, count up, count down, count on, count back; count in ones, twos, fives, tens, same as, more, less, few, pattern, pair, digit, ones, tens, as many as, more, larger, bigger, greater, fewer, smaller, less, most, biggest, largest, greatest, one more, ten more, one less, ten less, compare, order, size; first, second, third.... Twentieth, last, last one but, before, after, next, between</p> <p>ADDITION AND SUBTRACTION: add, more, and, make, sum, total, altogether, double; one more, two more, ten more, how many more make...?, how many more is ... than ...?, take away, how many are left?, how many have gone?, one less, two less, ten less, how many fewer is... than...?, how much less is...? Difference between</p> <p>MULTIPLICATION AND DIVISION: Sharing, doubling, halving, number patterns</p> <p>MEASURE: Measure, size, compare, guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under, metre length, height, width, depth long, short, tall high, low wide, narrow, thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close, weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales, full empty half full holds, container, time days of the week, Monday, Tuesday ... day, week birthday, holiday morning, afternoon, evening, night, bedtime, dinner time, playtime today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest, takes longer, takes less time, hour, o'clock clock, watch, hands, money coin penny, pence, pound price, cost buy, sell, spend, spent, pay</p> <p>GEOMETRY (position and direction): position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back, besides, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn</p> <p>GEOMETRY (properties of shape): shape, pattern, flat, curved, straight round hollow, solid sort, make, build, draw size, bigger, larger, smaller, symmetrical pattern, repeating pattern match, corner, side rectangle (including square), circle, triangle, face, edge, vertex, vertices, cube, pyramid, sphere</p> <p>FRACTIONS: parts of a whole, half, quarter</p> <p>PROBLEM-SOLVING: pattern puzzle what could we try next? how did you work it out? recognise describe draw compare sort, count, sort group, set list</p>						
	 Physical Development- PE (Get Set 4 PE)	Introduction to PE	Ball skills	Dance	Fundamentals	Games	Gymnastics
Reception 'sticky knowledge'	<p>I know how to change direction to avoid others.</p> <p>I know how to find a space away from others.</p> <p>I know how to stop in a balanced position on my feet.</p> <p>I know how to take small steps to help me stop.</p> <p>I know how to keep the ball close.</p> <p>I know how to put the ball down and place my foot on top.</p> <p>I know how to look in the direction of travel.</p> <p>I know how to take turns in a team.</p> <p>I know how to listen to rules and instructions.</p> <p>I know to look out for others and change direction to avoid bumping into them.</p> <p>I know how to send the ball to a partner when they are looking at me.</p>	<p>I know bend low and step forwards to roll the ball.</p> <p>I know to move my feet to get in line with the ball when receiving.</p> <p>I know to point my hand towards the target.</p> <p>I know to keep my eyes on the target.</p> <p>I know how to use one hand to throw.</p> <p>I know to push the ball down as it moves to the floor.</p> <p>I know to use soft hands to push the ball.</p> <p>I know to check that my partner is looking before I pass to them.</p> <p>I know to use two hands to catch.</p> <p>I know to keep the ball close to my feet.</p> <p>I know to use soft, small touches with my feet to move the ball.</p>	<p>I know to count to 8 to help me stay in time with the music.</p> <p>I know how to use different body parts to travel on.</p> <p>I know to use clear actions to help show my character.</p> <p>I know to use big, confident actions and movements.</p> <p>I know how to use changes of direction and level in my performance.</p> <p>I know how to make big movements with my body to show clear shapes.</p> <p>I know how to use different body parts to create shapes.</p>	<p>I know how to squeeze my muscles to balance.</p> <p>I know to use wide arms to help me balance.</p> <p>I know how to bend my knees to help them stop.</p> <p>I know to keep my chest up.</p> <p>I know to take big steps to run and small steps to stop.</p> <p>I know how to bend my knees and push off in the opposite direction.</p> <p>I know to turn my body to face the new direction.</p> <p>I know to use small steps to help me change direction.</p> <p>I know to bend my knees to help me jump and land.</p> <p>I know to look straight ahead and keep my chest up.</p> <p>I know to squeeze my muscles to help balance when landing.</p> <p>I know to keep my chest up to keep me from falling forward.</p>	<p>I know that each time I, or my partner score a point, I need to shout it out loud to help me remember it.</p> <p>I know to point my hand towards where they want the object to go.</p> <p>I know to look for a space away from taggers.</p> <p>I know to tag gently by tapping on the arm or back.</p> <p>I know to say 'well done' to my opponents.</p> <p>I know to listen carefully to the instructions to help me understand how to play the game.</p> <p>I know to use the opposite arm to leg when running.</p> <p>I know to hit the ball in the middle of the racket.</p> <p>I know to point the racket where I want the ball to go.</p> <p>I know to clap the other teams.</p> <p>I know to encourage my team mates</p>	<p>I know how to hold shapes and balances for 5 seconds.</p> <p>I know how to squeeze my muscles when holding a shape or balance to help me to be still and strong.</p> <p>I know to bend my knees when landing.</p> <p>I know to keep my chest up so I don't fall forwards.</p> <p>I know to keep legs and feet together for a straight roll.</p> <p>I know how to stay curled up in a barrel roll.</p> <p>I know how to travel using different body parts.</p> <p>I know how to travel over, around and along apparatus.</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>


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	I know how to share the equipment.	I know to use the inside of my foot to kick the ball.		I know how to crawl using my hands and feet. I know how to march with high knees. I know how to slide using different body parts			
Other Gross Motor Opportunities	<ul style="list-style-type: none"> • Weekly 'Wild Woods' sessions-tree climbing, hammocks, rope walkway, rope swing (see Outdoor Learning for Reception 'sticky knowledge') • Weekly gym trail session • Obstacle course-tyres, crates and wooden planks • Bike and trikes • Scooters • Basketball hoop • Balls and beanbags • Hula hoops • Balls and beanbags • Gym trail on the field • Role play-stage and music 						
Fine Motor	Pre-letter patterns Pen Disco Pencil grip Funky Fingers activities	Letter formation Pen Disco Scissor skills Cutlery skills Funky Fingers activities	Scissor skills Cutlery skills Funky Fingers activities	Using tools Funky Fingers	Letter formation Positioning letters on a line Funky Fingers	Handling tools effectively Funky Fingers	
Reception 'sticky' knowledge	<p>I know which hand to write with.</p> <p>I know how to hold a pencil with a tripod grip.</p> <p>I know how to hold scissors using the correct grip.</p> <p>I know how to use scissors effectively-snips and straight lines</p>	<p>I know how to make anticlockwise movement and retrace vertical lines.</p> <p>I know how to cut with a knife.</p> <p>I know how to use scissors effectively-curved line and angled line (with one direction change)</p>	<p>I know how to form letters and numbers correctly.</p> <p>I know how to cut with a knife.</p> <p>I know how to use scissors effectively-simple lines with more than one direction change</p>	<p>I know why it is important to handle different apparatus safely.</p> <p>I know how to form letters and numbers correctly.</p> <p>I know how to use scissors effectively-circles.</p>	<p>I know how to form letters and numbers correctly.</p> <p>I know how to use scissors effectively-complicated shapes with straight and curved lines</p>	<p>I know how to handle a range of equipment and tools effectively.</p> <p>I know how to form letters and numbers correctly.</p> <p>I know how to use scissors effectively-a range of lines and shapes</p>	<p>Fine Motor Skills</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
KEY VOCABULARY	<p>DANCE: marching/, timing, action, dance, perform, turning, repeat, rhythm, pathways, posture, soldier, individual, partner, control, speed, range, actions, mirror, lead, follow, gently, tip-toes, heavily, stomp, robotic</p> <p>GYMNASTICS: straight, star, tuck, control, perform, repeat, link, balance, identify, gymnastics, movement, stretch, count, copy, explore, practice, linking, travelling, start, finish, body, safely, stillness, position, remember, whole, individual</p> <p>GAMES: space, change, direction, control, safely, aim, roll, carry, throw, catch, bounce, dribble, kick, freeze, stretch, crouch, jogging, balance, slowly, backwards, forwards, receiving, sending, one-handed, two- handed, balloon, target, successfully, avoid, technique, bibs/, tails, hula hoops, quoit, equipment, passing, ball, landing, jog, jump, reverse, turn, crouch, crab, weave</p>						
Personal, Social and Emotional Development	<p>Building relationships with our teachers and friends.</p> <p>School and class rules.</p> <p>Appreciate what makes us unique.</p> <p>My Family.</p> <p>Caring friendships.</p>	<p>Being Kind.</p> <p>Managing feelings.</p> <p>Recognising others have feelings.</p> <p>Understanding the feelings of others.</p> <p>Fire safety.</p> <p>Friendships-Rama and Sita.</p>	<p>Setting goals for the new year.</p> <p>Self-confidence, trying new activities and sharing ideas.</p> <p>Caring for others and the environment.</p> <p>Health and wellbeing (including oral health)</p>	<p>Continue to express interests and opinions (Follow me Friday)</p> <p>Perseverance, resilience and independence.</p>	<p>Caring for the environment.</p> <p>Showing sensitivity.</p> <p>Awareness of behaviour and its consequences.</p> <p>Understand the importance of healthy food choices.</p>	<p>Caring for the environment.</p> <p>Knowing Myself-Likes and Dislikes</p> <p>Feeling proud and setting goals.</p> <p>Negotiation skills and co-operation within a group.</p>	

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	<p>Reception 'sticky knowledge'</p>	<p>I know how to describe and show friendly behaviour.</p> <p>I know how to taking turns with my friends.</p> <p>I understand the need for rules and show how I can follow them.</p> <p>I know the effect my behaviour has on others.</p> <p>I know how to encourage others to follow the rules too.</p> <p>I know that friendships can make me feel happy.</p> <p>I know some ways I can make new friends feel welcome.</p> <p>I know that families are all different.</p> <p>I know that families help each other.</p>	<p>I know the importance of saying sorry and forgiveness.</p> <p>I know that arguing with friends and then making up can make friendships stronger.</p> <p>I know ways to resolve conflicts using kind words and kind hands and feet.</p> <p>I know how to stay safe around fire and what to do in an emergency involving fire.</p> <p>I know how to be respectful about how people celebrate things in different ways.</p> <p>I know that friends can help each other.</p> <p>I can name the different emotions that I feel and understand that they can change throughout the day.</p> <p>I know how to work as part of a team.</p>	<p>I know that I need to work towards a simple goal.</p> <p>I know that sometimes I have to wait for what I want.</p> <p>I am confident to share my own ideas and interests.</p> <p>I know how to show respect to others during 'Follow me Friday' activities.</p> <p>I know and can talk about the different factors that support my health and well-being.</p> <p>I know the importance of brushing my teeth.</p>	<p>I am confident to share my own ideas and interests.</p> <p>I know how to show respect to others during 'Follow me Friday' activities.</p> <p>I know that some things can be challenging and understand the importance of not giving up.</p> <p>I know how to do some things without help.</p>	<p>I know how to care for caterpillars and other wildlife.</p> <p>I know that my actions can affect the feelings of others.</p> <p>I know right from wrong and that there are consequences to my actions.</p> <p>I can explain the reason for rules to others.</p> <p>I know that eating healthy food has a positive impact on my body and mind.</p> <p>I know which foods I should eat often and which foods I shouldn't eat so much of.</p> <p>I can describe a balanced meal.</p>	<p>I understand the impact of pollution and what I can do to help.</p> <p>I can say what I like and dislike and why.</p> <p>I can talk about something I have achieved over the last year that I am proud of.</p> <p>I can set myself goals for Year 1.</p> <p>I know how to take turns with others.</p> <p>I know how to consider the opinion of others when reaching a decision.</p> <p>I know that things don't always go my way.</p>	<p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
	<p>KEY VOCABULARY</p>	<p>feelings – happy, sad, angry, upset, hurt, worried, scared, rules, behaviour, listen, share, friend, turn, healthy, unhealthy</p>						
	<p>Understanding the World</p> <p>Activities are flexible and will depend on children's interests.</p>	<p>Settling in to Reception-CP activities led by the children's interests</p>		<p>Follow me Friday activities</p>				
	<p>Religious Education (Emmanuel Project)</p>	<p>Why is the word God so important to Christians?</p> <p>Whispering Allah into Baby's ear: Muslim birth custom</p>	<p>Why do Christians perform nativity plays at Christmas?</p> <p>The Muslim story of Muhammad caring for the Ants</p>	<p>How can we help others when they need it?</p> <p>The Sikh story of Guru Har Gobind saving the 52 Princes</p>	<p>Why do Christians put a cross in an Easter garden?</p> <p>The Buddhist story of the Monkey King</p>	<p>What makes every single person unique and precious?</p> <p>A Hindu festival for brothers and sister: Raksha Bandhan</p>	<p>How can we care for our wonderful world?</p> <p>Tu B'Shevat-the Jewish holiday for planting trees</p>	
	<p>Reception 'sticky knowledge'</p>	<p>I can talk about when and where people use their name</p>	<p>I can recognise an image of Jesus e.g. in a nativity set, stained</p>	<p>I can talk about things that happened when I needed help or I helped someone.</p>	<p>I can talk about something interesting in a story e.g. that</p>	<p>I can talk about something that happens to me now</p>	<p>I can talk about and remember the different things</p>	

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		<p>and why.</p> <p>I can recognize that the word 'God' is an important name for Christian.</p> <p>I can talk about who is important or special to me, my VIPs.</p> <p>I can remember something that happens in the Bible story of Creation.</p> <p>I can recognise that Christians use God's name with care because God is their creator.</p>	<p>glass window, icon</p> <p>I can talk about a person who is important or special to me</p> <p>I can talk about something interesting in a story about Jesus as an adult.</p> <p>I can tell part of the nativity story e.g. when dressed up as a character or using figures from a crib set.</p> <p>I know something a family is doing at Christmas because they are Christians.</p> <p>I can talk about things that happen to me e.g. places they go at the weekend.</p>	<p>I can talk about something interesting in a story where someone needed help.</p> <p>I can talk about someone who is special because they helped me when I needed help.</p> <p>I can remember how the traveller in The Good Samaritan story was saved or rescued.</p> <p>I can recognise the important parable of the Good Samaritan e.g. in a painting, drama, stained glass window</p> <p>I can recognise some images of a Christian praying and identify this as part of their religion.</p>	<p>makes me ask a question.</p> <p>I can recognise something a Christian is doing because of their religion e.g. making the sign of the cross.</p> <p>I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses.</p> <p>I can remember something that happens in the Christian story of Easter.</p> <p>I can talk about things that happen to me. Eg going somewhere special, doing things with my family.</p> <p>I can talk about what is important to me e.g. a favourite story, food or souvenir.</p>	<p>that didn't happen to me when I was little.</p> <p>I can talk about something interesting in the story of Jesus getting lost.</p> <p>I can remember something that happens in the story of Jesus welcoming the children.</p> <p>I can talk about what I think is special (or unique) about me.</p> <p>I can recognise why a 'thank you' song to God is important to a Christian.</p> <p>I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them.</p>	<p>created by God in the Bible story of Creation</p> <p>I can talk about something interesting or wonderful in the Creation story or in the world around me.</p> <p>I can talk about what I think is special or wonderful in the natural world.</p> <p>I can talk about when I have looked after or cared for someone or something myself</p> <p>I can talk about and remember the story of the naming of the animals and know it is special to Christians</p> <p>I know why a song / prayer about God's world is important to Christians</p> <p>I know something a Christian does because they believe God wants them to care for the world.</p>	
	KEY VOCABULARY	<p>God • Bible • Jesus • Christian • church • believe • create • VIP • invisible • treasure</p>	<p>Jesus • God • nativity • celebrate • Bible • Christian • church • Christmas • believe • followers</p>	<p>God • Jesus • help • rescue / save • pray / prayer • cathedral • Lent • parable • hero • need</p>	<p>God • Jesus • help • rescue / save • Easter • bridge • cross • hosanna (save us) • forgive • symbol</p>	<p>Jesus • God • precious • unique • Bible • Christian • church • welcome • believe • thanksgiving</p>	<p>awesome • precious • treasure • creation/ creator / create • design • responsible • caretaker • God • special / holy • wonder/ wonderful</p>	
	The Natural World- (links with NC Science)	<p>How we have changed from when we were babies (human life cycle)</p> <p>Looking after ourselves- healthy body and mind</p> <p>Basic hygiene</p> <p>Naming body parts</p> <p>Our senses</p> <p>Wild Woods</p>	<p>Investigate the properties of toys.</p> <p>Winter-animals and hibernation, freezing and melting, seasonal changes to plants</p> <p>Wild Woods</p>	<p>Explore forces-superhero cars, push and pull-tug of war</p> <p>Wild Woods</p>	<p>Make observations of plants and animals.</p> <p>Spring/growing plants</p> <p>Wild Woods</p>	<p>Grow and care for plants from seeds- understanding of life cycles.</p> <p>Living things- plants and animals (bones, fossils, etc.)</p> <p>Wild Woods</p>	<p>Materials and their properties.</p> <p>Explore collections of materials and use senses.</p> <p>Wild Woods</p>	
	Reception 'sticky knowledge'	<p>I know about the life cycles of humans.</p> <p>I know how to take care of myself.</p> <p>I know about and can explore my 5 senses</p> <p>I know how to describe people who are familiar to me.</p>	<p>I know about light sources Know what happens when they shine lights on different materials.</p> <p>Know about shadows.</p> <p>Know how a rainbow is formed.</p>	<p>I know about and can feel forces.</p> <p>I know about and can explore how things work</p> <p>I know about and can explore how objects/ materials are affected by forces.</p> <p>I know how to change the way things work.</p>	<p>I know how to grow plants.</p> <p>I know how to watch and observe plants at their different stages of growth.</p> <p>I know how to observe features of plants.</p> <p>I know about the life cycles of minibeasts and animals.</p> <p>I know about and can compare adult animals to their babies.</p>	<p>I know how to grow plants.</p> <p>I know how to watch and observe plants at their different stages of growth.</p> <p>I know how to observe features of plants.</p> <p>I know about the life cycles of minibeasts and animals.</p> <p>I know about and can compare adult animals to their babies.</p>	<p>I know about, and can name and explore a range of materials including natural materials.</p> <p>I know how to make objects from different materials, including natural materials.</p> <p>I know how to observe, measure and record how materials change when heated and cooled (including cooking).</p>	<p>The Natural World ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>

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				<p>I know about and can explore how the wind moves objects.</p> <p>I know how objects move in water.</p>	<p>I know how baby animals change over time.</p> <p>I know about the solar system and stars</p> <p>I know about space travel.</p>	<p>I know how baby animals change over time.</p> <p>I know how to name and describe animals that live in different habitats.</p> <p>I know how to describe different habitats.</p>	<p>I know how to compare how materials change over time and in different conditions.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
		<p>WILD WOODS I know how to play and explore outside in all seasons and weather.</p> <p>I know how to observe living things throughout the year.</p> <p>I know about and can explore the plants and animals in the surrounding environment.</p> <p>I know about and can explore natural objects from the surrounding environment.</p>						
	<p>OUTDOOR LEARNING WILD WOODS (NC: Science and Geography)</p>	<p>Agreements and boundaries</p> <p>Tree climbing</p> <p>Den building</p>	<p>Sawing-name cookie</p> <p>Balancing-rope walk and hammocks</p> <p>Tree identification</p>	<p>Whittling</p> <p>Bird spotting</p> <p>Rope swing</p>	<p>Layers of the woodland</p> <p>Loppers</p> <p>Pond Life and Maintenance</p>	<p>Hapa Zome-hammering</p> <p>Who lives in our woods? Tracks/bug hunting and flowers/plants.</p>	<p>Sawing-woodies</p> <p>Who lives in our woods? Tracks/bug hunting and flowers/plants.</p> <p>Fire lighting</p> <p>Water battle</p>	
		<p>I know the signals to return to base: whistle for emergency, call any other time.</p> <p>I know the boundary of the Wild Woods.</p> <p>I can safely play within the boundary of the Wild Woods.</p> <p>I understand the need for agreements to keep me safe.</p> <p>I can follow the agreements.</p> <p>I can climb/begin to climb the tree (no higher than 1m)</p> <p>I know how to make mini dens for animals, or elves and ensure it is waterproof.</p> <p>I know how to safely move the large logs by dragging them behind.</p> <p>I can work co-operatively to make a 'lean to' den using the logs.</p> <p>I know how to create a ridgeline and hang a tarp.</p> <p>I know that I must wash my hands before eating</p>	<p>I know how to safely hold and use a bow saw (with 1:1 adult support).</p> <p>I can safely balance along a rope walk, holding on with 2 hands and moving one foot at a time.</p> <p>I can climb in and out of the hammock safely.</p> <p>I know the names of some of the trees that grow in our woods.</p>	<p>I know how to safely hold and use a peeler to whittle a stick (independently).</p> <p>I know the name of some of the birds that live in our wood.</p> <p>I can say how I can help to look after birds in winter.</p> <p>I know how to help put up a rope swing.</p> <p>I know how to use the rope swing safely.</p>	<p>I know the different layers of the woodland: Canopy, Shrub, Field, and Ground.</p> <p>I can identify the woodland animals: deer and squirrel</p> <p>I can identify the plants: holly, bramble/nettles, oak tree, bluebells.</p> <p>I know how to safely hold and use loppers to cut (1:1 with support).</p> <p>I know how to be safe around the pond.</p> <p>I can help to maintain the pond area.</p> <p>I can identify some creatures that live in and around the pond.</p>	<p>I know how to safely hold and use a hammer to create a piece of art.</p> <p>I can name some of the plants and flowers that grow in our woods.</p> <p>I can name the different types of wildlife that live in our wood.</p> <p>I can identify different native tracks and name the animal that leaves them.</p>	<p>I know how to safely hold and use a bow saw (more independently).</p> <p>I can name some of the plants and flowers that grow in our woods.</p> <p>I can name the different types of wildlife that live in our wood.</p> <p>I can identify different native tracks and name the animal that leaves them.</p> <p>I can collect the correct types of wood for a fire: tinder, kindling, bigger sticks, branches, logs.</p> <p>I can talk about the safety rules around the firepit.</p> <p>I know how to extinguish a fire.</p> <p>I can talk about fire safety awareness.</p> <p>I know a range of fire safety games.</p>	

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Past and Present
(NC History)

General learning throughout the year:

- Through interactions talking about what they did yesterday, last week, last year.
- Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.
- Learning about the family traditions of children in class from different cultural backgrounds.
- Learning Feedback times – talking about learning from the previous day / week.

Family- same and different- books about families from the past e.g. Peepo, etc.	Bonfire night and Guy Fawkes Remembrance Day- soldiers from Hintlesham Christmas- changes linked to toys	Lunar New Year traditions The Tiger Who Came to Tea	History of traditional tales Explorers-Mary Anning Fossils Space Travel- Moon Landings linked to Neil Armstrong Look at life of Chris Hadfield/Mae Jemison- astronauts	History of traditional tales Castles	Seaside in the past and today Grandparents experience of holidays compared to ours	
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Reception 'sticky knowledge'

<p>All about me: I know about my family and where I was born.</p> <p>I can talk about fun family experiences in my past.</p> <p>I know that as I get older I can do different things.</p> <p>I know that my Grandparents are my Mum and Dads parents.</p> <p>I know that things have changed since my Mum and Dad were little.</p> <p>I know which objects are from the past and which are modern. (home artefacts)</p> <p>I can talk about our school grounds and the history/changes within our school.</p> <p>Seasonal changes – Autumn: I can explore the school's grounds and observe seasonal changes over time.</p> <p>Festivals: I can talk about festivals inc: bonfire night and Harvest Festival and family traditions from different cultures.</p>	<p>I know the story of Guy Fawkes and can talk about the traditions of Bonfire Night</p> <p>Festivals: I know some information about Remembrance Day and the soldiers from Hintlesham.</p> <p>I can talk about festivals and family traditions from different cultures inc: Diwali and Christmas</p> <p>Toys: I know which toys are from the past and which are modern. I can share information about my favourite toys and listen to parents/ grandparent's childhood experiences of favourite toys.</p> <p>I can talk about my experiences of Christmas and the toys I received.</p>	<p>Seasonal Changes – Winter: I can explore the school grounds and observe seasonal changes in the winter.</p> <p>I can explore the festival and family traditions of Chinese New Year.</p> <p>I can explore the family traditions of Shrove Tuesday.</p>	<p>Seasonal Changes –Spring: I can explore the school grounds and observe seasonal changes in the spring.</p> <p>Spring Festivals I can explore festivals (Holi, Ramadan and Easter) and talk about family traditions from different cultures</p> <p>Dinosaurs: I can talk about the life of Mary Anning.</p> <p>I can recount the extinction of the dinosaurs using non-fiction texts.</p> <p>Space: I can talk about the life/experience of Neil Armstrong</p> <p>I can share grandparent's first-hand experiences of watching the moon landing in 1969.</p> <p>I can explore the art of Vincent Van Gogh – A Starry Night</p>	<p>Jack and the Beanstalk: I can explore and compare castle homes to our modern homes.</p> <p>I know that some stories have been around for a long time and that some are new.</p>	<p>Pirates: I can compare modes of travel on the sea.</p> <p>Seaside holidays: I know that things have changed since my grandparents were little.</p> <p>I can talk about and share family experiences of holidays abroad.</p> <p>I can talk about and share family experiences of holidays in the UK.</p>	<p>People, Culture and Communities Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</p>
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KEY VOCABULARY

old, new, past, present, yesterday, today, tomorrow, family, parents, grandparents, history, traditional tales, change, different, same

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People, Culture and Communities (links to NC Geography)

All About Me:
 Look at where we live, describe features we see on the way to school.
 Draw route to school.
 Explore the school, where are the different rooms in relation to one another. What happens in each room?
 Explore the school grounds, look at features of our school environment.
 Look at maps of Hintlesham (paper and Google Earth) explore and discuss the features found on local maps.
 Discuss where we were born and where our extended family live using world maps/globes for support.
 Describe the local environment, using all their senses to explore the natural and urban world
 Look at and create maps of the local area.
 Seasonal changes – Autumn: Exploring school's grounds and observing seasonal changes in the Autumn.
 Explore harvest time in the UK and farming at harvest time.

Explore festival origins/celebrations across the world, using a world map/globe.
 Explore compare/contrast our environment with polar regions.
 Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.

Explore food from around the world using world maps and Google (Lunar New Year)
 Map skills
 Seasonal Changes – Winter: Exploring schools' grounds and observing seasonal changes in the winter.
 Observe seasonal weather changes in the winter (ice exploration)
 Conduct Winter walk around School grounds.

Describe other environments.
 Map Skills
 Observe, question and draw spring plants/spring growth.
 Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.

Look at different animals and their habitats linked to climate and landscape
 Map Skills
 Seasonal Changes – Summer: Exploring schools' grounds and observing seasonal changes in the summer.
 Observe seasonal weather changes in the summer
 Explore, observe and identify UK minibeasts.

Compare the local environment and the seaside
 Look at the seaside in other countries-contrasting environments.
 Map skills
 Introduce London as the capital of England.
 Name features around the UK (farm, beach, mountains, woodland etc).

Reception 'sticky knowledge'

I know the names of the 4 seasons.
 I can talk about the signs of autumn and the associated weather-raining, snowing, cloudy, windy, thundery, sunny etc
 I know where I live.
 I know some of the features of my immediate environment.
 I know the name of my school and can say some of

I know some features of the world and Earth.
 I know environments vary from one another.
 I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.
 I know some similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.

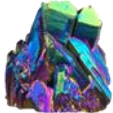
I know about the signs of winter and the associated weather raining, snowing, cloudy, windy, thundery, sunny etc -.
 I know how to use and draw information from a simple map
 I know how to make simple maps of imaginary communities using a variety of construction resources.
 I know that simple symbols are used to identify features on a map.

I know about the signs of spring and the associated weather.
 I know how to use and draw information from a simple map.
 I know how to make simple maps of imaginary communities using a variety of construction resources.



I know about the signs of summer and the associated weather e.g. in the summer it gets hot and sunny; that they need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.
 I know how to use and draw information from a simple map
 I know how to make simple maps of imaginary communities using a variety of construction resources.

I know how environments vary from one another.
 I know some similarities and differences between the world around me and contrasting environments.
 I know that some things in the world are man-made, and some things are natural.
 I know that the capital city of England is London.

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		the things I pass on my way to school. I can use everyday language to talk about distance and relative positions (behind, next to) in the local environment. I know that not all places in the world are the same.	I can 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	I can 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		I know that simple symbols are used to identify features on a map. I know some animals from different parts of the world.		
	KEY VOCABULARY	Hintlesham, Suffolk, United Kingdom, Great Britain, world, country, town, city, London, capital, near, far, Africa, community, road, map, Harvest, seasons, Autumn, Winter, Spring, Summer, weather, farm, beach, countryside						
	Computing	Shape Hunt and Animal Safari	Talking Technology	Nursery Rhyme Coding	Technology and Me	My Online Life	Beats and Rhymes	
	Reception 'sticky knowledge'	I know how to use the camera on an iPad to take photographs I know how to scan a QR code to find things. I can select and use specific technology (iPad) for a particular purpose – photographs. I can select and use specific technology (iPad) for a particular purpose – scanning QR codes. I can select and use specific technology (iPad) for a particular purpose – uploading what I have done.	I know how to use technology creatively to: draw, record voice, type, insert emojis, record video (Chatterpix) and photograph. I know how to upload the work I create. I know how to go online to find out about something I am learning about. I know how to select and use apps for a specific purpose – Chatterpix for recording.	I can explain why sequencing is important in a story. I can explain what algorithm means. I can give instructions to a programmable toy.	I know how to identify different types of technology I know where I might see different types of technology. I know what I use technology for. I know how to use technology to record myself doing something. I know how to do the basics with an iPad: turn on/off, select an application, adjust the volume, print words/pictures. I know how to go online and use a search engine to find pictures.	I can discuss how technology in the world around me is used to communicate and find things out. I understand that people can talk to each other (communicate) online, who I should communicate with and what I should/shouldn't share when communicating. I know how to use a search engine to find things out. I know how to go online to find things out and know how to find information. I can discuss the rules for staying safe online and say who I need to ask for help when I need it. I know what online bullying is and how it makes people feel.	I know how to use different applications to produce music using technology. I know how to upload and share the things I create.	
	KEY VOCABULARY	Computer, iPad, tablet, app, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password						
	 Expressive Arts and Design (NC-Art)	Expressive Arts and Design (links to NC Art): General learning throughout the year <ul style="list-style-type: none"> • Child-led activities e.g. making kites • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Craft Area-enables children to self-select resources that they need / want to test out including masking tape and glue to join 						
		DRAWING All about me: Draw and paint self-portraits/collage Draw and paint family portraits Seasonal changes: Autumn-still life observational drawings of Autumnal objects. PRINTMAKING Emotion printing using fruit and vegetables	DRAWING Drawing/ sketching winter vegetables Chalk polar bears PRINTMAKING Printing with vegetables	PAINTING Painting pictures of people who help us (Dr, fireman, nurse) PRINTMAKING Print shapes on material to create a dragon for the dragon dance.	COLLAGE Transient art – Art without glue using a variety of resources both natural and man-made. Inspired by Andy Goldsworthy and the Easter story. TEXTILES Create a puppet of a traditional tale character	DRAWING Sketching plants and flowers 3D WORK Clay bugs Design and build minibeast houses, adapting work where necessary. COLLAGE Henri Matisse-The Snail	DRAWING Seaside: Sketching shells/ starfish TEXTILES Pirates: Designing and making our own pirate costumes and props for the role play. PAINTING Seasonal Changes: Summer- paint our experiences of Summer.	

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	<p>PAINTING Landscape paintings of Autumn.</p> <p>3D WORK Clay work creating hedgehogs (3D work)</p> <p>COLLAGE Artwork inspired by books such as Stick Man and Leaf Man.</p>					<p>3D WORK Holidays Observe, explore create natural environments around the world: rainforest, great barrier reef, Kenya.</p> <p>Explore and recreate cultural art from Australia, Kenya and the Rainforest.</p>	
	<p>Reception 'sticky knowledge'</p>	<p>I know that when I mix two colours it makes a different colour. I know how to match the colours I see to what I want to represent. I know how to use paint tools with care and precision. I know red and blue makes purple. I know yellow and blue makes green. I know red and yellow makes orange. I know that artists create works of art. I can talk about what I see in a picture or piece of art. I know how to use a paint brush and pallet. I know how to draw a simple face. I can talk about my artwork. I know that materials can be joined / mixed to create interesting effects. I can draw the things I see around me, making simple representations.</p>					<p>Creating with Materials. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories</p>
	<p>KEY VOCABULARY</p>	<p>Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade, portrait, features, line, shade, texture, detail, shape, design, create, make, join observe, artist, pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material</p>					
	<p>Expressive Arts and Design (NC-DT)</p>	<p>Expressive Arts and Design (links to NC Design Technology): General learning throughout the year:</p> <ul style="list-style-type: none"> Children can self-select from a range of tools and materials in the continuous provision. Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as cellotape, masking tape, string, pipe cleaners and glue. Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it. Help to design and make small worlds in line with topic. 					
		<p>Models of our houses. Gingerbread biscuits Threading-with paper (Elmer and Handas surprise).</p>	<p>Bird feeders-threading Christmas decorations-threading with beads.</p>	<p>Junk modelling-superhero vehicles. Chinese New Year-dragon, lanterns, envelopes, Chinese food-noodles/stir fry</p>	<p>Models of castles/pirate ships/space rockets etc. Mothers' Day gift-sewing. Easter garden.</p>	<p>Junk modelling-bugs/flowers/ beanstalks. Bug hotel. Pop-up puppet.</p>	<p>Seaside-moving picture. Design and make a kite that flies. Design and make a boat that floats.</p>
	<p>Reception 'sticky knowledge'</p>	<p>I know how to use scissors safely. I can cut along a straight line. I can cut along a wavy line. I know how to thread. I can join to items using tape. I can use glue to fix items together. I know how draw a plan. I know that I can adapt and change something I have made. I can work with a friend, sharing ideas. I know that some materials are better for building with than others. I can talk about what I have made and say why.</p>					<p>Creating with Materials. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>
	<p>KEY VOCABULARY</p>	<p>scissors, cut, straight, join, hold, fix, glue, shape, safely, colour, design, plan, create, make, explain, why, change, together, features, pieces.</p>					
	<p>Expressive Arts and Design (NC Music)</p>	<p>General learning throughout the year:</p> <ul style="list-style-type: none"> Weekly opportunities to learn new songs related to topic work. Singing songs and rhymes from a variety of genres and cultures 					

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	<ul style="list-style-type: none"> Using musical instruments Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather. Singing and performing to our friends and parents Play movement and listening games Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. 						
CHARANGA	Mel	Nativity	My Stories	Everyone	Our World	Big Bear Funk	
Reception 'sticky knowledge'	<p>I can sing the rhymes: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p>I know how to find the pulse.</p> <p>I know how to copy-clap the rhythm of names.</p> <p>I can explore high sounds and low sounds using voices and glockenspiels.</p>	<p>I can sing new songs from memory.</p> <p>I know that songs have sections.</p> <p>I know that words of songs can tell stories.</p> <p>I can perform songs to others.</p>	<p>I can sing the rhymes: I'm A Little Teapot The Grand Old Duke of York Ring o' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>I know how to find the pulse as one of the characters from the song.</p> <p>I know how to copy-clap the rhythm of small phrases from the songs.</p> <p>I can explore high pitch and low pitch in the context of the songs.</p> <p>I know how to invent a pattern to go with a song using one note.</p>	<p>I can sing the rhymes: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle Little Star If You're Happy and You Know It Head, Shoulders, Knees and Toes</p> <p>I can invent ways to find the pulse.</p> <p>I know how to copy-clap some rhythms of phrases from the songs.</p> <p>I can explore high pitch and low pitch in the context of the songs.</p> <p>I know how to use the starting note to explore melodic patterns using one or two notes.</p>	<p>I can sing the rhymes: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey.</p> <p>I know how to find the pulse and show others my ideas.</p> <p>I know how to copy-clap some rhythms of phrases from the songs.</p> <p>I can explore high pitch and low pitch using the images from the songs.</p> <p>I know how to use the starting note to explore melodic patterns using one or two notes.</p>	<p>I can sing the song: 'Big Bear Funk'.</p> <p>I know how to find a funky pulse.</p> <p>I know how to copy-clap 3 or 4 word phrases from the song.</p> <p>I know how to keep the beat of the song with a pitched note.</p> <p>I know how to add pitched notes to the rhythm of the words or phrases in the song.</p> <p>I can enjoy playing patterns using a combination of any of the three notes C,D and E.</p>	<p>I know twenty nursery rhymes off by heart.</p> <p>I know the stories of some of the nursery rhymes.</p> <p>I know that we can move with the pulse of the music.</p> <p>I know that the words of songs can tell stories and paint pictures.</p> <p>I can sing or rap nursery rhymes and simple songs from memory.</p> <p>I know songs have sections.</p> <p>I know that a performance is sharing music</p> <p><u>Being Imaginative and Expressive</u></p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
KEY VOCABULARY	song, sing, nursery rhyme, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, glockenspiel, maracas						