

**Wouldham All Saints Church of England Primary School**

# **Year R**

**Curriculum Overview  
Development Matters**



## Statement of Curriculum Intent

January 2022

"Learning is Natural

A love of learning is Normal

Real learning is Passionate Learning"

*Passionate learning values ....*

"Questions above answers

Individuality above conformity





Creativity above memorising facts

Excellence above all else"

At Wouldham All Saints Church of England Primary School we strive to live out all of the above – everyday! We aim to set our learners free, open minds and foster independence and fully recognise that a 'set' curriculum can constrain and restrict and so we work hard to avoid this.

Our purposeful and ambitious curriculum, combined with high quality teaching and flexibility, ensures that children are led to be well rounded, empathetic young people who have a genuine passion for learning and enabled to live life in all its fullness.

Children need to Fly HIGH which summarises our school mission to ...

-  Be HAPPY to be God's special children
-  Strive to be IMPROVING all of the time
-  Work hard at being GOOD at communicating
-  With HIGH expectations of ourselves and each other

We 'make our best our standard' – pushing for excellence in all things.

At Wouldham All Saints Church of England Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant to everyday life as possible. Great learning is highly memorable.

We provide a safe, calm, creative, inclusive and stimulating learning environment. Every child is recognised and valued as an individual – with interests, abilities and backgrounds that are unique. Teachers identify, support and capitalise on these qualities through their planning and selection of learning activities, involving each child as they journey together.

Being a Church of England school drives our Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control which permeates all that we do – both in learning about ourselves and the wider world in which we live.

We are fortunate at Wouldham All Saints Church of England to have a modern, spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to foster respect for our world, and how we should care for it for the benefit of future generations, as well as our own.

Inviting classroom environments stimulate and support individuals as passionate learners – enabling independence, enquiry and creativity.

The curriculum is hung upon a contextual hook (aka our theme) which has been mapped in detail to ensure effective coverage, practice, application and transfer of skills – See it, Nail it, Use it and Move it! These themes change at least termly. The thematic approach allows the school to develop strong, memorable and meaningful learning across curriculum subjects.

All learning is routinely acknowledged and celebrated.

We embrace child initiated learning as well as learning beyond the classroom and school site. Activities to enrich and support learning go well beyond the classroom and include visits, community engagement, Forest School, library visits, cultural activities as well as visitors and specialists coming into the school.

We carefully structure activities that teach 'all of the children' and 'all of the child'.

We expect every child to:

- ✦ Enjoy learning
- ✦ Challenge themselves and engage with their learning
- ✦ Feel successful in their learning
- ✦ Show curiosity, creativity and independence in their learning
- ✦ Have time for learning skills, master them and then use and apply them effectively
- ✦ Have ownership of learning, enabling real passion
- ✦ Be able to evaluate and assess their own learning
- ✦ Recognise positive relationships and promote co-operation with others
- ✦ Explore Britain's cultural heritage and its significance for us today

All great journeys begin with a single step – we recognise that all of our children have individual starting points and that they need progressive steps that have been carefully planned out upon a clearly marked pathway to success. This pathway is driven by agreed 'way-points' of skills that are clearly defined targets to aim for.

We expect all children to work hard and demonstrate progress across all curriculum areas so that they are fully prepared for their 'next steps' in learning and ultimately the modern workplace. Where children face particular learning challenges we adapt our approach to meet their needs - supporting their individual achievement and progress without negatively impacting opportunities or their passion for learning.

### **Seen it Nailed it Used it Moved it**

Children are introduced to new skills, ideas and experiences which are guided by our curriculum framework. (Seen it!)

Opportunity is provided to practice these skills and experiences effectively, demonstrating confidence and ability in this learning. (Nailed it!)

Children are then pushed to using these skills in context, explaining how their learning has influenced their thinking and decision making. (Used it!)

A fully proficient learner will then be able to demonstrate the transfer of these skills and experiences across wider learning and activity with appropriate independence. (Moved it!)

## Subject: Maths: We are mathematicians through...

Maths	
Mathematics	Communication and Language
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Understand 'why' questions.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Use new vocabulary in different contexts.</li> </ul> <p><b>ELG: C&amp;L: Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: C&amp;L: Speaking:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>

- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.

**Reception:**

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

**ELG: Maths: 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.

**ELG: Maths: Numerical Patterns:**

- Verbally count beyond 20, recognising the pattern of the counting system.

- Offer explanations for why things might happen, making use of recently introduced vocabulary.

- 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.

## Subject: Literacy: we develop our literacy skills through...

Literacy		
Literacy	Communication and Language	Physical Development
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</li> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Understand 'why' questions.</li> </ul> <p><b>Reception:</b></p>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><b>ELG: PD: Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>



- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

**ELG: 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.

**ELG: Word Reading:**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**ELG: C&L: Listening, Attention and Understanding:**

- Listen attentively and respond to what they hear with relevant questions, comments and

<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing:</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p>actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: C&amp;L: Speaking:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>	
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## Subject: Science: We are scientists through...

Science			
Communication and Language	Physical Development	Understanding the World	Personal, Social, Emotional Development
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Ask questions to find out more and to check what has been said to them</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>Use new vocabulary in different contexts.</li> </ul> <p><b>ELG: C&amp;L: Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>Make comments about what they have heard and ask</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul>	<p><b>ELG: PSED: Managing Self:</b></p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

questions to clarify their understanding.

**Reception:**

- Explore the natural world around them
- Describe what they see, hear and feel while they are outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

**ELG: UTW: The Natural World**

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

## Subject: History: We are historians through...

History	
Understanding the World	Communication and Language
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul> <p><b>ELG: UTW: Past and Present:</b></p> <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"><li>• Use longer sentences of four to six words.</li><li>• Use a wider range of vocabulary.</li></ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"><li>• Describe events in some detail.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>• Learn new vocabulary.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li></ul> <p><b>ELG: C&amp;L: Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li></ul> <p><b>ELG: C&amp;L: Speaking:</b></p> <ul style="list-style-type: none"><li>• 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.</li></ul>

## Subject: Geography: We are geographers through...

Geography		
Understanding the World	Mathematics	Communication and Language
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG: UTW: People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use longer sentences of four to six words</li> <li>• Use a wider range of vocabulary.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul> <p><b>ELG: UTW: Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• 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.</li> </ul>

**ELG: UTW: The Natural World:**

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

## Subject: Physical Education: We develop physically through...

Physical Education		
Personal, Social and Emotional Development	Physical Development	Expressive Arts and Design
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul> <p><b>ELG: PSED: Managing Self:</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <p><b>ELG: PSED: Building Relationships:</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle Movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>ELG: EAD: Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>



	<ul style="list-style-type: none"><li>• be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li></ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li><li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Combine different movements with ease and fluency.</li><li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li><li>• Develop overall body strength, balance, coordination and agility.</li><li>• Know and talk about the different factors that support overall health and wellbeing: regular physical activity</li><li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li></ul>	
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	<p><b>ELG: PD: Gross Motor Skills</b></p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>	
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## Subject: Art: We are artists through...

Art		
Physical Development	Expressive Arts and Design	Communication and Language
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul> <p><b>ELG: PD: Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use longer sentences of four to six words</li> <li>• Use a wider range of vocabulary.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul> <p><b>ELG: C&amp;L: Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: C&amp;L: Speaking:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary.</li> </ul>

	<p><b>ELG: Creating with Materials:</b></p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li></ul>	
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## Subject: D&T: We are developing our design and technology through...

Design and Technology (DT)				
Personal, Social, Emotional Development	Physical Development	Understanding the World	Expressive Arts and Design	Communication and Language
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use longer sentences of four to six words.</li> <li>• Use a wider range of vocabulary.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul> <p><b>ELG: C&amp;L: Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and</li> </ul>

	<p>table or sitting on the floor.</p> <p><b>ELG: PD: Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>		<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>ELG: EAD: Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p>during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: C&amp;L: Speaking:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary.</li> </ul>
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## Subject: Music: We are musicians through...

Music		
Communication and Language	Physical Development	Expressive Arts and Design
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>

		<ul style="list-style-type: none"><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul> <p><b>ELG: EAD: Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>
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## Subject: Computing: We are developing our computing skills through...

Computing			
Personal, Social, Emotional Development	Physical Development	Understanding the World	Expressive Arts and Design
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of a challenge.</li> </ul> <p><b>ELG: PSED: Managing Self:</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> <li></li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p><b>ELG: EAD: Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>

## Subject: PSHE: We develop PSHE through...

PSHE			
Personal, Social, Emotional Development	Communication and Language	Physical Development	Understanding the World
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Develop their sense of responsibility and Membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul> <p><b>ELG: C&amp;L: Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>ELG: C&amp;L: Speaking:</b></p>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Starting to eat independently and learning how to use a knife and fork.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs,</li> <li>• e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul> <p><b>ELG: UTW: Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>

<ul style="list-style-type: none"> <li>• Begin to understand how others might be feeling.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul> <p><b>ELG: PSED: Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>ELG: PSED: Managing Self:</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>sleep routine, being a safe pedestrian.</p> <ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</li> </ul> <p><b>ELG: PD: Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>	
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- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: PSED: Building Relationships:**

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

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## Subject: RE: We develop religious ideas, thoughts and feelings through...

RE		
Personal, Social, Emotional Development	Understanding the World	Communication and Language
<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Think about the perspectives of others.</li> </ul> <p><b>ELG: PSED: Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Show sensitivity to their own and others' needs.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><b>ELG: UTW: Past and Present:</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: UTW: People and Communities:</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>3/4 Year olds:</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Use a wider range of vocabulary.</li> <li>Talk about familiar books, and be able to tell a long story.</li> <li>Be able to express a point of view.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Learn new vocabulary</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p><b>ELG: C&amp;L: Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>

**ELG: C&L: Speaking**

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary.