



Reception						
Science & Foundation Curriculum						
Topic →	Me and My Amazing World	Magical Moments	Toys	Traditional Tales	Where do they live?	Land, Sea and Sky
Local Links	Grandparents	Diwali visitor: Mrs Patel	Visitor: own 'old' toys	Local author	Farm	Audley End Railway
Science	Senses	Seasonal changes	Freezing & melting	Keeping healthy	Living things and their habitats	Growing up, Everyday Materials
Art & Design	Colour mixing Self-portrait drawing	Painting 3D form	Creating shades Mixed media, Printing	Observational drawing Transient natural art	Mixed media Collage	Colour circles Block printing
Computing*	Understanding & using technology	Digital Literacy	Programming	Understanding & using technology	Programming	Digital Literacy
D&T	Prepare food	Create post boxes Christmas cards with a moving part	How do things work?	Design /build a home	Talk about different properties of materials	Talk about different properties of materials
Geography	Local area	Seasonal changes	Toys from around the world	Maps of characters journeys	My journey to school	Maps and globes: where is Caldecote, England?
History	How have I changed since I was a baby?	When were these stories told? Historical language – then/now	How have toys changed over time?	Changes within living memory	Where I live now – how has it changed?	How has transport changed over time?
Music	Singing songs& rhymes Body sounds and rhythms	Singing songs Performing to others	Exploring ways of playing un-tuned instruments	Using instruments to add effects to a story. Sound stories	Use a song as a stimulus for group composition	Listening to and comparing music. Creating sound pictures
PE	Gymnastics: fun shapes	Dance: On Parade or Christmas production	Dance: Toys	Games: Fundamentals 1	Gymnastics: Move and Hold	Athletics: Sports Day Fundamentals 2
PSHE	How am I special and what is special about others?	How can I be a good friend? What and who helps us keep safe?	Can I recognize and show emotions?	What helps us stay healthy?	People who are important to me - Who are the people in our class/family?	Growing up. How am I changing? How can I look after my body?
RE	Where do we belong?	What happens at a festival?	How do we celebrate new life?	What is Easter?	Different religions	What happens at a wedding?

* Online Safety threads through every topic



Character Education – Reception

Every Caldecote pupil will:

- Celebrate the diverse culture represented within their class
- Have a chance to 'dress up' for a special occasion at least once every year
- Prepare some food and then eat it as part of a celebration
- Have the chance to meet someone from their community
- Perform in front of their class at least once every year
- Tell your class about their favourite character from a book
- Take part in a performance in the hall
- Compete in a whole school sporting competition at least once a year

"5 by 5" by the age of 5 years each Reception pupil will:

- Visit a farm and meet live animals
- Plant something and watch it grow
- Make a sandwich for a picnic
- Climb to the top of something high e.g. the wall bars in the hall
- Post a letter at the local post box



Reception - Reading			
Decoding	<p>Enjoy rhyming and rhythmic activities.</p> <p>Show an awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p>	Inference	<p>Begin to understand 'why' and 'how' questions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
Range of Reading	<p>Show interest in illustrations and print in books and print in the environment.</p> <p>Look and handle books independently (holds books the correct way up and turns pages).</p>	Prediction	<p>Suggest how a story might end.</p>
Familiarity of texts.	<p>Begin to break the flow of speech into words.</p> <p>Begin to read words and simple sentences.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Anticipate key events and phrases in rhymes and stories.</p> <p>Begin to be aware of the way stories are structured.</p> <p>Describe main story settings, events and principal characters.</p>	Authorial Intent	<p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>
Poetry and Performance	<p>Listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>Join in with repeated refrains in rhymes and stories.</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Develop preference for forms of expression.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	Non-Fiction	<p>Know that information can be relayed in the form of print.</p> <p>Know that information can be retrieved from books and computers.</p>
Word Meanings	<p>Recognise familiar words and signs such as own name and advertising logos.</p> <p>Ascribe meanings to marks that they see in different places.</p> <p>Read and understand simple sentences</p>	Discussing Reading	<p>Enjoy an increasing range of books.</p> <p>Follow a story without pictures or props.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>
Understanding	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Understand humour e.g. nonsense rhymes, jokes.</p>	Book Bands	<p>Pink, Red, Yellow, Blue</p>



Year R readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Show an interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Know information can be relayed in the form of print.</p>	<p>Continue a rhyming string. Hear and say the initial sound in words. Be able to segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly</p> <p>Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
Reading for pleasure	<p>Look at books independently. Handle books carefully. Hold books the correct way up and turns pages.</p>	<p>Enjoy an increasing range of books. Listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>Enjoy an increasing range of books.</p>
Reading accurately with fluency & understanding	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom. Know that information can be retrieved from books and computers.</p>	<p>Listen to stories with increasing attention and recall. Begin to be aware of the way stories are structured. Suggest how the story might end.</p>	<p>Describe main story settings, events and principal characters. Use picture clues to support understanding</p>



When planning writing always refer to:

Writing Document Number	What it is	Details
1	Genres – whole school map	An overview of what genres are taught in each year group
2	Sentence progression skills	What type of sentences are taught in each year group
3	Composition, transcription, spelling & handwriting overview	Outline of what is taught year by year
4	Grammar & punctuation overview	Outline of grammar and punctuation taught in each year group
5	Genre progression documents	Outlines of key features taught in all genres: 5a: Discussion writing (Years 5 & 6 only) 5b: Explanations 5c: Instructions 5d: Narrative 5e: Non-chronological reports 5f: Playscripts (key stage 2 only) 5g: Persuasion 5h: Poetry performance and writing 5i: Recounts



The writing process must always include the following components

INTRODUCTION

Always plan time to:

- Explore different types of texts by looking at real life examples
- Identify the purpose of the genre
- Identify the key features and structure so pupils understand each genre
- Agree the audience and why you are writing it for them

MODELLING

This component must be well planned as the teacher must be the '**expert**'. This step must include:

- **Direct instruction:**
 - o from the sentence progression ladder for your year group
 - o main features of the genre
 - o vocabulary that is specifically chosen for the genre
 - o grammar, punctuation and spelling (linked to what has been taught in your short sessions)
 - o drafting (including oral rehearsal) and editing

This is a crucial part of the modelling process that must not be left to the end

TIME TO WRITE & EDIT

Pupils need adequate time to write for all stages of the writing process. During this time pupils should:

- practice specific elements that have been modelled
- have opportunities to work with a teacher, in a small group, where they will be guided and given feedback about their writing
- edit their work

pupils will need guidance from teachers for this element



PRESENTATION

All writing should be presented to a high standard in all books, written for a purpose and celebrated.

Annually, pupils should have the opportunity to present their writing creatively through art & DT.



WRITING DOCUMENT 1: GENRES – WHOLE SCHOOL MAP

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Story writing based on traditional tales	Fantasy writing linked to another culture	Historical narrative	Fables	Myths	Legends	Narratives to include: - Classic - Detective /crime - Flashbacks - link to different culture
	Story writing based on traditional tales with repeating patterns	Fiction within a familiar setting	Adventure writing linked to another culture	Fantasy writing linked to history including humour	Historical narrative including mystery	Narrative linked to another culture	
				Playscript including a dilemma	Playscript linked to another culture	Film script	Film/TV script linked to sci-fi
Non-fiction	Recount of a shared, recent event	Recount of shared event in a letter	Recount – diary writing	Recount – autobiography	Recount – newspaper report	Recount – autobiography or biography	Recount autobiography or biography or in role of character
			Persuasion in adverts		Persuasion in letters		Persuasion in a formal letter
	Instructions linked to science	Instructions linked to history		Instructions linked to science		Instructions linked to Art &	



						DT or computing	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Non-chronological report: labels or sentences about drawings, models etc.	Non-chronological report linked to geography	Non-chronological report linked to history			Non-chronological report linked to science that compares and contrasts	Report writing
			Explanation linked to science	Explanation linked to another culture	Explanation		Explanation
						Discussion writing linked to PSHCE	Discussion writing
Poetry	Poems based on nursery rhymes with rhyming words	Poems based on traditional rhymes with rhyming couplets	Riddles and calligrams	Poems as couplets, Kennings and Cinquains	Poems with figurative language	Narrative poems in a classic styles linked to history	Poems such as Haikus and limericks and with figurative language



WRITING DOCUMENT 2: SENTENCE PROGRESSION SKILLS

Autumn		Sentence Progression skills		Summer
	Autumn Term	Summer Term		
YR	<p>Know what a sentence and clause is and that a sentence can be a single clause</p> <p>The dog barked.</p>	<p>Capital letters and full stops</p> <p>Subject & verbs identified in a clause/sentence (In EYFS – Y2 explain that a verb is an action word)</p> <p>The bird ate the worm.</p>		
Y1	<p>Write subject & verb clause</p> <p>The dog waited.</p> <p>Simple sentence</p> <p>The dog waited for his food.</p>	<p>Add adjective to a clause/sentence</p> <p>The hungry bird ate the worm.</p> <p>Question mark</p> <p>Phrase</p> <p>The tiny mouse, was reading, very tall, only occasionally</p>		
Y2	<p>Subject verb clause/sentence</p> <p>The dog waited for his food.</p> <p>Noun phrase (emphasise that it does NOT contain a verb)</p> <p>A bank account, the hair brush, the dog.</p> <p>Verbs 'To be' and 'To have' and all forms and tenses</p>	<p>Exclamation marks (be explicit that exclamation sentences start with 'how' and 'what')</p> <p><u>What</u> big teeth you have! <u>How</u> beautiful you look!</p> <p>Adverbs</p> <p>The hungry bird ate the worm quickly.</p> <p>Compound sentences</p> <p>The bird ate the worm and the mouse ran away.</p>		
Y3	<p>Subject, verb <u>object</u></p> <p>The man ate a <u>cream cake</u></p> <p>Main clause</p> <p>The dog barked at the cat.</p> <p>Compound sentences</p> <p>The bird ate the worm and the mouse ran away.</p>	<p>Adverbial phrases</p> <p>In the morning, due to the train strike,</p> <p>Paragraphs *see below</p>		
Y4	<p>Subordinate clause (dependent clause)</p> <p>I played out <u>until it went dark</u></p>	<p>Complex sentences</p> <p>I took my dog to the vet <u>because he was feeling sick</u>.</p>		



	Paragraphs *see below	
Y5	Relative clause The dog, <u>who had three legs</u> , was looking old and shabby. Modal verbs Can, could, will, would, shall, ought, should.	Adverbs for degrees of possibility Certainly, definitely, maybe, possibly, clearly, obviously, perhaps, probably.
Y6	Passive Voice: The meal was being eaten by the whole family. Active: The whole family ate the meal.	**Subjunctive form: <u>If I were</u> a millionaire, I'd buy a mansion.

Brief glossary – for more detailed definitions follow link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Sentence	A sentence is a group of words that contain a complete thought. It contains a subject and a verb. A sentence can be a single clause or several clauses. A sentence begins with a capital letter and ends with a full stop.
Clause	A clause is a group of words that contains a LINKED subject and a verb that have a relationship
Subject	The subject of the clause or sentence is normally the noun or pronoun that is doing the action (performing the verb). It can be a person, place, thing or idea - <i>Thomas enjoyed the film.</i>
Noun	A person a place or a thing. There are common, proper, concrete, abstract and collective nouns.
Verb	A verb is a word that generally conveys an action, an occurrence, or a state of being. They make the nouns/pronouns act and interact with each other
Adjective	A word that describes a noun
Adverb:	A word that describes a verb
Phrase	A group of two or more words that work as a meaningful unit of writing within a sentence or clause. If the most important part of the phrase is an adjective, the phrase is an Adjective Phrase; if the most important part of the phrase is a noun, the phrase is a Noun Phrase, and so on
Noun Phrase	Includes one noun and adjectives used to describe it
Adverbial Phrase	A group of words that functions as an adverb. It does not contain a verb.
Object	An object is normally a noun, pronoun, or noun phrase which is involved in the action, but does not do the action eg Marie wrote a poem .
Determiner	A modifying word that introduces a noun: one dog, my dog
Article	A sub-set of determiners: a, an, the



Compound sentence	A sentence containing 2 or more independent clauses that are linked by a co-ordinating conjunction
Co-ordination conjunction	Link parts of a sentence together e.g. and, but, or
*Paragraph	A section of writing which consists of one or more sentences grouped together, which deal with one subject or element of the writing as a whole.
Subordinate Clause	Typically introduced by a subordinating conjunction – Therefore, Because, Although - that forms part of and is dependent on a main clause
Complex sentence	A sentence containing one independent clause and at least one dependent clause
Relative clause	A special type of subordinate clause that modifies a noun often using the pronouns ' that ', ' which ', ' who ', ' whose ', ' where ' and ' when '.
Modal Verbs	Verbs used to express ideas such as possibility, intention, obligation and necessity: can/could, may/might, shall/should
Passive Voice	When the subject of the sentence has something done to it by someone or something
Active Voice	When the subject of the sentence is performing the action
Subjunctive:	The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions <i>Top teaching tip on https://www.teachwire.net/news/how-to-teach-the-subjunctive-form/</i>



WRITING DOCUMENT 3: COMPOSITION, TRANSCRIPTION, SPELLING & HANDWRITING OVERVIEW

	Composition Taught through different writing genres	Transcription Taught daily using Sentence Progression ladder	Spelling	Handwriting
YR	Compose a sentence orally individually or as a group before they write it Say aloud what they are going to write about Write simple phrases and sentences that can be read by themselves and others	Write recognisable letters, most correctly formed Spell words by identifying sounds in them and represent the sounds with letters	Little Wandle	Little Wandle
Y1	Say aloud what they are going to write about Jot down key words and new vocabulary Compose a sentence orally before writing it Sequence sentences to form short pieces of writing Re-read what they have written to check it makes sense Discuss what they have written with others	All letters correctly formed Write simple sentences that are correctly punctuated Identify and correct errors Use question marks accurately in sentences	Little Wandle	Little Wandle
Y2	Plan or say aloud what they are going to write and write down main ideas/words including new vocabulary Write a sequence of sentences for a type of genre Re-read to check writing makes sense and that verbs tenses are accurate Read aloud using intonation so that the meaning is clear	All letters, including capitals, ascenders, descenders, correctly formed Start to join letters Write compound sentences Use exclamation marks accurately in sentences Proof-read to check for errors in spelling, grammar and punctuation	Essential Spelling Y2	Teach Handwriting Y2



Y3	<p>When planning writing, look at similar texts to understand and learn from the structure; consider the vocabulary and grammar</p> <p>Check for tense consistency</p> <p>Accurate use of pronouns</p> <p>Read aloud their own writing to a group or whole class, using intonation and controlling the volume so they can heard</p>	<p>Cursive handwriting is joined</p> <p>Paragraphs – how to set them out and sentences are around one theme</p> <p>Using commas and inverted commas</p> <p>Proofread for spelling and punctuation errors</p>	Essential Spelling Y3	Teach Handwriting Y3
Y4	<p>Plan writing to fit the genre</p> <p>Assess effectiveness of own and others' writing; suggest improvements</p> <p>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</p> <p>Adjust how they read their writing according to the situation (eg to younger pupils, to a large audience)</p>	<p>Cursive handwriting is joined</p> <p>Write complex sentences</p> <p>Accurately spell a range of conjunctions that can be used for compound sentences</p> <p>Punctuate dialogue accurately</p>	Essential Spelling Y4	Teach Handwriting Y4
Y5	<p>Adjust writing to suit the audience</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use organisational and presentational devices to structure text and to guide the reader (eg sub-headings, diagrams)</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Precis longer passages</p>	<p>Cursive handwriting is joined</p> <p>Check grammar and punctuation is accurate</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p>	Essential Spelling Y5	Teach Handwriting Y5



	Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Proof-read for spelling and punctuation errors		
Y6	Note and develop initial ideas, drawing on reading and research, where necessary Identify the audience and purpose of the writing and select the appropriate form Use a range of devices to build cohesion within and between paragraphs Use further organisational and presentational devices to structure text and to guide the reader (eg bullets, different writing styles) Assess effectiveness of their own and others' writing Suggest changes to enhance effects and clarify meaning Consider devices authors have used in different writing genres Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Cursive handwriting is joined Check all grammar and punctuation is accurate Ensure the consistent and correct use of tense throughout writing Ensure correct subject and verb agreement when using singular and plural Proof-read for spelling and punctuation errors	Essential Spelling Y6	Teach Handwriting Y6



WRITING DOCUMENT 4: GRAMMAR & PUNCTUATION OVERVIEW

Reception	
Grammar	Punctuation
Sentence Clause	Capital letter Full stop Finger spaces Letter Capital letter for personal pronoun I

Year 1	
Grammar	Punctuation
Simple sentence Subject Verb Subject & verb clause Phrase Adjective Simile Noun Proper Noun	Question mark

Year 2	
Grammar	Punctuation
Subject & verb sentence Noun phrase Verbs 'to be' and 'to have' and all forms and tenses Compound sentences Adverbs Alliteration Suffixes	Exclamation mark Apostrophes to mark where letters are missing Commas to separate items in a list



Tense: past and present

Year 3		Year 4	
Grammar	Punctuation	Grammar	Punctuation
Object Subject Main clause Compound sentences Adverbial phrases Paragraphs Conjunctions Prepositions Article: a, an, the Pronoun Prefix Metaphor	Inverted commas for direct speech Commas Apostrophe to mark singular possession	Subordinate clause Paragraphs Complex sentences Plural and possessive 's' Determiner Possessive pronoun Collective nouns Antonyms & Synonyms Onomatopoeia	Inverted commas and other punctuation e.g. comma End punctuation within inverted commas Apostrophe to mark plural possession Commas after adverbial phrases at start of sentence



Year 5

Grammar	Punctuation
Relative clause Modal verb Adverbs for degrees of possibility Co-ordinating conjunction Past tense, past progressive, past perfect Reported speech Personification	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or ambiguity

Year 6

Grammar	Punctuation
Passive voice Active voice Subjunctive form Formal & informal speech	Ellipsis Hyphen Colon Semi-colon Bullet points



Writing genres

5a: Discussion writing (Years 5 & 6 only)

5b: Explanations

5c: Instructions

5d: Narrative

5e: Non-chronological reports

5f: Playscripts (key stage 2 only)

5g: Persuasion

5h: Poetry performance and writing

5i: Recounts



5b: EXPLANATION – RECEPTION

Purpose		Type in Reception
To talk about why things happen or how things work Use labels and captions on simple diagrams		
Features which should be included	<ul style="list-style-type: none">- Oral rehearsal before written- Write words clauses to label diagrams	
Composition	<ul style="list-style-type: none">- Write word, clause or sentence to name something or give more information- Simple sentence structure using one independent clause- Include a subject and verb	
Grammar & Punctuation	<ul style="list-style-type: none">- Use finger spaces- Capital letter at beginning of sentence and names- Full stop at end of sentence	



5c: INSTRUCTION WRITING – RECEPTION

Purpose		Type in Reception
Retell how to do things in correct order Give oral instructions when playing or building an object		Oral instructions
Features which should be included	<ul style="list-style-type: none">- Instructions given in correct order- Oral use of time connectives when giving instructions- Chances to 'test' instructions and make amendments- Write words / sentences to match pictures or sequences	
Composition	<ul style="list-style-type: none">- Simple sentence structure using one independent clause- Include a subject and verb	
Grammar & Punctuation	<ul style="list-style-type: none">- Use finger spaces- Capital letter at beginning of sentence and names- Full stop at end of sentence	



5d: NARRATIVE WRITING – RECEPTION

Purpose		Type in Reception
Orally retell familiar story using time words and past tense Write own story based on known traditional tale		Stories based on traditional tales and those with repeating patterns
Features which should be included	<ul style="list-style-type: none">- Oral rehearsal before written- Write words or clauses to match to pictures of the story- Write own story based on traditional tale	
Composition	<ul style="list-style-type: none">- Write word, clause or sentence to name something or give more information- Simple sentence structure using one independent clause- Include a subject and verb	
Grammar & Punctuation	<ul style="list-style-type: none">- Use finger spaces- Capital letter at beginning of sentence and names- Full stop at end of sentence	



5e: NON-CHRONOLOGICAL REPORT WRITING – RECEPTION

Purpose		Type in Reception
Describe something or someone from picture, drawing Answer questions about the picture, drawing Write labels, captions and sentences for pictures or drawings		Non-chronological report: labels or sentences about drawings, models etc
Features which should be included	<ul style="list-style-type: none">- Description matches object or person- Write words / sentences to describe pictures, what people do, what they like, etc	
Composition	<ul style="list-style-type: none">- Simple sentence structure using one independent clause- Include a subject and verb	
Grammar & Punctuation	<ul style="list-style-type: none">- Use finger spaces- Capital letter at beginning of sentence and names- Full stop at end of sentence	



5f: PERSUASION– RECEPTION

Purpose		Type in Reception
To talk about how they respond to certain words, images eg looking at food makes them want to eat something		
Features which should be included	<ul style="list-style-type: none">- Oral rehearsal before written- Write words clauses to label diagrams	
Composition	<ul style="list-style-type: none">- Write word, clause or sentence to name something or give more information- Simple sentence structure using one independent clause- Include a subject and verb	
Grammar & Punctuation	<ul style="list-style-type: none">- Use finger spaces- Capital letter at beginning of sentence and names- Full stop at end of sentence	

5h: POETRY PERFORMANCE & WRITING – RECEPTION

Features	Type in Year 3
Read, perform and learn range of nursery rhymes Recite and perform nursery rhymes with actions Notice patterns in the poems and use to share write own poems	Poems based on nursery rhymes with rhyming words



5i: RECOUNT WRITING – RECEPTION

Purpose		Type in Reception
Retell events in time order Give an account of an event or experience		Recount of a shared event
Features which should be included	<ul style="list-style-type: none">- Oral retelling of events using time words and past tense- Informally recount incidents in own life to others- Sequence pictures in order that they happened- Write words / sentences to match pictures or sequences	
Composition	<ul style="list-style-type: none">- Simple sentence structure using one independent clause- Include a subject and verb	
Grammar & Punctuation	<ul style="list-style-type: none">- Use finger spaces- Capital letter at beginning of sentence and names- Full stop at end of sentence	



Maths - Reception

Maths - Reception				
Number and place value	<ul style="list-style-type: none">• Recognise numbers 0- 20• Write numbers 0 -20• Ordering numbers 0-20• Count on and back to 20• More than/less than	Addition & subtraction	<ul style="list-style-type: none">• Recognise + - =• Recognise part part whole• Know number bonds to 10• Add and subtract 2 single digit numbers to 10	Calculation Pupils learn these strategies and use these resources for calculation in YR <ul style="list-style-type: none">• Concrete and pictorial representations of adding and subtracting 2 single digit numbers• Part part whole• Recording: use marks that they can interpret• Introduce + - = in simple number sentences• Number lines – count on and back• Ten frame• Grouping and sharing with objects and pictures
Multiplication and Division	<ul style="list-style-type: none">• Count in 2s• Count in 5s• Count in 10s• Grouping and sharing	Fractions	<ul style="list-style-type: none">• Understand half• Understand double	
Measurement	Everyday language to describe: <ul style="list-style-type: none">• Weight• Capacity• Distance• Time• Money• Compare quantities and objects	Geometry	<ul style="list-style-type: none">• Recognise 2D shapes• Recognise and create patterns Everyday language to describe: <ul style="list-style-type: none">• Position• Direction	



Our youngest mathematicians should be able to

Number and place value

- Count forwards /backwards from 0-20
- Recognise numerals 0-20
- Write numerals 0-20
- Correctly order numbers 0-20
- Correctly match numeral and quantity
- Correctly count more than 10 objects
- Compare two groups of objects - identifying which has less/more
- Find 1 more and 1 less than numbers up to 20

Addition & subtraction

- Find the total number of objects in two groups by counting them altogether
- Use language related to addition
- Use language related to subtraction
- Estimate how many objects are in a group
- Add two single digit numbers by counting the total number of objects
- Subtract smaller numbers from larger numbers by counting the number of objects that are left
- Add two single digit numbers by counting on
- Subtract smaller numbers from larger numbers by counting back

Multiplication and Division

- Share objects equally
- Make equal groups of objects
- Count in 2s up to 20
- Count in 5s up to 30
- Count in 10s up to 50

Fractions

- Find the double of a number to 10
- Solve problems involving halving numbers to 20

Measurement

- Use vocabulary related to money: cost, amount, pounds, pence
- Use vocabulary related to weight, length, capacity: size, long, short, heavy, light, full, empty
- Use comparative vocabulary: longer, shorter, heavier, lighter, bigger, smaller
- Use simple language related to time: minute, hour, day, week, year, days of the week

Geometry

- Identify common 2D shapes: square, circle, triangle, rectangle
- Describe the properties of these shapes: sides, corners, curved, straight
- Create patterns, including a repeated pattern
- Describe positions and directions: under, on top, next to, behind, in front



SCIENCE

Our science teaching is structured around:

✓ **At the start of a unit:** Pre-assessment activities

✓ **Every lesson:** Retrieval practice

✓ **During the unit:** A rich task

✓ **At the end of each unit:** A big question

Area of science		Big Question	Big idea	Key Vocabulary	Enquiry type
Biology	Our senses	How do we use our senses to understand the world around us?	Our senses help us to understand the world	See Hear Touch Smell Taste	Identify, classify and group: Sort images of people according to their characteristic Identify and name parts of the body Identify items using their senses
	Living things and their habitats	Do living things change or stay the same?	All living things have a life cycle	Caterpillar Cocoon Butterfly Insect Mammal Habitat	Researching using secondary sources: Learn how animals from a different habitat are cared for Learn about how we can protect animals in our in our local area Pattern seeking: Look for mini-beasts and plants in different areas of the school grounds Observation over time: How have we changed as we have grown? Observe the metamorphosis of a butterfly
	Keeping healthy	Why do we eat and exercise?	All living things need energy and grow	Fruit Vegetables Diary Meat Healthy Unhealthy Exercise	Research using secondary sources: Find out information from visitors (dentist/nurse etc) Identify, classify and group: Sort types of food (meat, fish, fruit, vegetable, dairy) Observation over time: Grow vegetables Researching using secondary sources: Learn about where fruit and vegetables come from
Chemistry	Everyday Materials	Are all materials the same?	There are different types of materials which can be used for different types of things	Wood Plastic Glass Metal Rock Water Freeze Melt	Observing over time: How does a snowman change as it melts? Comparative test: How quickly do ice cubes melt in different areas of the playground? Compare how a range of items move in different settings Identify, classify and group: Types of materials Research using secondary sources: Where does our rubbish go? Research the process of recycling.



Physics	Seasonal changes	Is the weather the same every day?	Different seasons have different weather	Autumn Spring Summer Winter	Identify, classify and group Which clothes are suitable for each season? Observing over time: How does the natural world change with the seasons? Observe unexpected weather Researching using secondary sources: Find out about how animals behave in different seasons Find out about the weather and seasons
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Area of science		Young Scientists should be able to		
Biology	Our senses	<input type="checkbox"/> Name and provide examples of the 5 senses <input type="checkbox"/> Explore different objects/materials using their senses	<input type="checkbox"/> Ask simple questions which begin with does/do, how and what/which e.g. What is a bud? How do the seasons change? Does it snow in the summer? Which materials are waterproof? <input type="checkbox"/> Predict what might happen <input type="checkbox"/> Observe closely using simple equipment such as magnifying glasses including bug collectors and binoculars <input type="checkbox"/> Explore and perform simple tests <input type="checkbox"/> There is an ability to sort and classify <input type="checkbox"/> Use descriptive/scientific language to describe their observations <input type="checkbox"/> Explain what has been observed using appropriate vocabulary <input type="checkbox"/> Use observations to suggest reasons 'why' something has happened	
	Living things and their habitats	<input type="checkbox"/> Ask questions about mini-beasts found in their environment <input type="checkbox"/> Recognise some environments that are different to the one in which they live <input type="checkbox"/> Begin to understand the need to respect and care for the natural environment and all living things		
	Keeping healthy	<input type="checkbox"/> Name some healthy and unhealthy foods <input type="checkbox"/> Name different ways to keep fit and healthy <input type="checkbox"/> Explain the difference between dairy, meat and fruit/vegetables based on where some different foods come from <input type="checkbox"/> Identify where different foods come from		



Chemistry	Everyday Materials	<ul style="list-style-type: none"><input type="checkbox"/> Investigate where wood comes from<input type="checkbox"/> Explore collections of materials with similar and/or different properties<input type="checkbox"/> Talk about the differences between materials and changes they notice<input type="checkbox"/> Explore natural materials, indoors and outside	<input type="checkbox"/> Say what has been learned
Physics	Seasonal changes	<ul style="list-style-type: none"><input type="checkbox"/> Explore the natural world around them.<input type="checkbox"/> Describe what they see, hear and feel whilst outside<input type="checkbox"/> Understand the effect of changing seasons on the natural world around them	



Reception Year – Art & Design

Generate Ideas:

- Introduce sketchbooks and discuss how they can be used to record ideas
- Look at **Artists & Designers** such as Arcimboldi, Andy Goldsworthy, Wassily Kandinsky and examples of different media artwork; use local area as stimulus for artwork

Making

Key Vocab

Drawing	Choose and use different drawing materials to make marks, lines and curves Create a self-portrait using lines and curves expressively Observational drawings of familiar objects	Colour mixing Pattern Line Print Collage Self-portrait Shade Names of primary colours
Painting & Collage	Use a variety of tools to spread paint Explore how to mix different paints to create new colours and different shades of the same colour Handle different materials and use to create pictures, models, etc	
Printmaking	Experimental printing with hands, feet, materials etc Press printing	
Textiles & Sculpture	Pulls apart and reconstructs basic shapes Explore textures eg playdough and plasticine and creates a model Handles and manipulates materials such as threads, cottons, wool, raffia, grass	
Digital	Uses a paint programme to create images using selection of tools Uses devices to photograph nature which can be used as a stimulus for drawing / painting	

Evaluate: Pupils should be given the opportunity to:

- Enjoy listening to other people's views about the artwork made by others
- With adult support, share an opinion about something a peer has made making reference to the technique used eg thin/thick lines
- Talk with another person about what you enjoyed about the making process



Reception Artists and Designers should be able to

- Draw a self-portrait with main facial features clearly identifiable using different types of line
- Mix paint to create a range of different colours
- Create junk models that resemble objects in real life
- Create patterns with a variety of printing tools including body parts
- Create a landscape / picture using different materials and appropriate colours
- Create models that are recognisable eg animals
- Reshape materials to create patterns, images etc
- Use IT to create a picture and take photographs of the natural environment



Computing - Reception				
Area of Computing	Key Understanding and skills	Vocabulary	Implementation	Online Safety
Understanding Technology	To recognise that a range of technology is used in places such as homes and schools. To know how to operate simple equipment. To use ICT hardware to interact with age-appropriate computer software.	Computer / computing Lap top Bee Bot iPad Names of common age appropriate technology equipment	Plugged and unplugged activities Maths/Phonics/ stories using online websites.	<u>Core Objective for Reception:</u> To begin to use technology safely <u>Understanding and skills:</u> I understand and follow the schools safer internet agreement. I know to tell a trusted adult if anything on the internet upsets me. I understand to keep passwords private and not to share personal information online <u>Key Vocabulary:</u> Internet Safe upset
Digital Literacy	To know that information can be retrieved from computers/digital devices. To complete a simple program on a computer. To select and use technology for a purpose.	Photograph Camera Home screen keyboard Keys upper/ lower case/letters Enter	ICT 2 Simple pictures Use Word to write a name label. Take photographs on the iPad.	
Programming	To make a programmable toy or floor robot work by pressing buttons to create sounds and movements.	Forwards Backwards Left Right Go	ICT –Bee Bot instructions iPad Programming APPs	



Our youngest computer users should be able to

- Access a range of programs independently on different devices (desktops, laptops, iPads, Clevertouch)
- Create a simple program by pressing buttons to create sounds, movement, etc.
- Use a program to produce words and/or images

A safer computer user in Reception

- Knows that passwords are private and must not be shared
- Is confident to tell an adult if they see anything online that they find upsetting
- Understands there are rules that they must follow when using technology



Reception Year – Design Technology

Designing:

- Generate ideas through talking with others, looking at images and handling objects
- Follow simple adult instructions, involving several ideas or actions, to support their constructions

Making

Key Vocab

Materials	Uses a range of small tools including scissors and paint brushes; practise cutting skills with different tools Glues, sticks and joins different materials in different ways	Design Construction Tools Decoration Battery Electricity Safety Cut Join
Textiles, Electricals & Electronics	Join textiles to make a simple puppet; add embellishment/decoration Investigate how things works including those with batteries or electricity Explore turning objects on and off	
Construction & Mechanics	Make models using different materials; decorate and join in different ways Investigate the mechanism of a pop-up book	
Computing	Use IT to draw simple designs of their products	
Food Technology	Talk about everyday food e.g. fruit, vegetables, and how they are grown Explore different types of fruit and make an appealing fruit dish (eg fruit face or kebab) Make a savoury sandwich for picnic	
Technical Knowledge	Work towards simple goals and is able to wait for what they want Chooses tools that are most appropriate for the task	

Evaluating: Pupils should be given the opportunity to:

- Share their creations, explaining the processes they have used and the reasons for their choices
- Talk about any improvements they would make next time

Reception Designers should be able to

- Prepare some simple food using cutting implements
- Use a range of materials and joining techniques to create models
- Talk about their constructions and give reasons for their choices
- Operate an object with switches and investigate how it works



Reception - Geography

Our youngest geographers should be able to:

1. Understanding the world People and communities: pupils talk about past and present events in their own lives and in the lives of family members. They know that other pupils don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
2. The world: pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
3. Technology: pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Geography unit	People	Communities	Technology	Technology	The World	Animals & Plants around me
Skills Covered	1	1	3	3	2	2
Activity Ideas/Context	Similarities and differences between themselves and others What traditions does your family have?	What does it mean to be part of a community?	What technology do you have at home and school?	Story telling using technology	Features of local area What is your house like?	How do animals and plants change over time? (grow)
Vocabulary	Family Difference Tradition	Community Similarities & differences	Ipads/ tablet Laptops Computers Televisions Mobile phone/smart phone	Technology	Caldecote Cambridge England House (and other types of home)	Grow Change



History Reception			
History content	Learning about past events	Changes in their lives	Objects and places over time
Termly topic	Magical Moments Traditional Tales	Me and My Amazing World	Toys Where do they live? Land, Sea, Sky
Key knowledge/coverage and significant figures	<ul style="list-style-type: none"> Understand that events/celebrations that place at specific points in the year Know that people in our community celebrate special days Explore patterns (seasons, days) Know that some special events and traditions repeat annually 	<ul style="list-style-type: none"> Know that time passes in sequential order Know that the passage of time changes us all Talking about past and present events in their own world 	<ul style="list-style-type: none"> Know some similarities and differences between the past and now Recognise that living things do not stay the same over time Know that organic things decay over time
Key vocabulary	Past, present, future, first, next, after that, in the end	Baby, child, adult, grow, change, before, after	Grow, change, similarities, differences, old, new
Thematic focus	Culture	Change	Change

Our youngest Historians should...

- Sort some images into chronological order, i.e. youngest to oldest
- Identify some changes between them as a baby and how they are now
- Identify similarities and differences between my toys and old toys.
- Talk about the lives of the people around them and their roles in society
- Express their ideas and feelings about their experiences using full sentences
- Talk about events in school and at home that are of interest
- Use past tense verbs to talk about the past



Music - Reception

Featured Composers: Aaron Copland (1900-1990) & Johannes Brahms (1833-1897)

EYFS	<p>Expressive arts and design involves enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</p> <p>Exploring and using media and materials: pupils sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>		
	Performing	Improvising and Composing	Listening and reviewing
Skills – What?	<p>Join in with songs and rhymes</p> <p>Clap along to a song or rhyme</p> <p>Copy and repeat a given rhythm using body sounds or un-tuned instruments</p> <p>Follow signals to start and stop when singing and playing</p>	<p>Make sounds and explore ways of making body sounds and playing un-tuned instruments</p> <p>Begin to create own patterns and rhythms using body sounds and un-tuned instruments</p> <p>Choose sounds – body sounds, objects or un-tuned instruments to create effects e.g. for a sound story</p>	<p>Say how a piece of music makes them feel.</p> <p>Create a visual representation of a piece of music</p> <p>Use simple musical vocabulary to describe music they have or have listened to. E.g quiet/loud, fast/slow</p> <p>Name some of the instruments they can hear in a piece of music.</p>
Inter-related dimensions	<ul style="list-style-type: none"> Pitch – recognise and respond to high, low sounds Duration - recognise and respond to a pulse Dynamics – recognise and play loud and quiet sounds Tempo- recognise and play loud and quiet sounds Timbre – identify different percussion sounds Texture – recognise how sounds and instruments being added creates a different effect Structure – understand beginning and end 		
Possible Coverage	<p>Warm ups.</p> <p>Class songs and rhymes (on-going)</p> <p>Rhythm games (on-going)</p> <p>Christmas production</p> <p>On-going singing assemblies</p>	<p>Sound stories e.g. Polar Bear, Polar Bear (Spring2)</p> <p>Learn 'I Went to Visit a Farm One Day' song.</p> <p>Use song as a stimulus for composition.(Summer 1)</p>	<p>Listening to different types and genres of music from different periods and composers.</p> <p>Responding with words, visuals and pictures (on-going with emphasis in Autumn 1 and Summer 1</p>



Key Vocabulary	Song Rhyme Loud quiet Start Stop rhythm	Loud Quiet Fast Slow Names of un-tuned instruments	Composer Instruments Loud Quiet Fast slow
	Our Youngest Musicians should know how to		
<ul style="list-style-type: none">▪ use their voice to speak, sing and chant▪ use instruments to perform▪ clap short rhythmic patterns▪ make different sounds with their voice and with instruments▪ repeat short rhythmic and melodic patterns▪ make a sequence of sounds▪ respond to different moods in music▪ say whether they like or dislike a piece of music▪ choose sounds to represent different things▪ follow instructions about when to play and sing			



Reception - PSHE		
Relationships	Health & Well-Being	Living in the Wider World
Is it ok to be different? Respectful Friendships	What does it mean to feel proud? Mental Well-being How do we stay healthy and safe? Physical Health and Fitness / Healthy Eating How do we feel when changes happen? Changing Me Changing Bodies / Caring Friendships	How can we make other people feel welcome? Respectful Friendships / Being Safe How do we stop ourselves from being lonely? Relationships Caring Friendships / Families
SMSC (spiritual, moral, social and cultural) development throughout the year		
Mindfulness/ Calming, Reflection times, initiating play in a group, taking turns, sharing, respecting property		
Key Vocabulary		
Bullying Emotion (Happy, Sad, Angry, Worried, Excited) Friends Feelings Safety Circle	Rules Risk Right Wrong Change (Correct Terminology for body parts)	Family Home Community Difference Similarity
Reception children should be able to		
<ul style="list-style-type: none"> ➤ Form positive attachments and friendships where they play co-operatively and take turns with others ➤ Talk about the lives of people around them and their roles in society ➤ Show an understanding of their own feelings and those of others, and regulate their behavior accordingly showing sensitivity to the needs of others ➤ Understand the importance of healthy food choices ➤ Manage their own basic hygiene and personal needs. ➤ Explain the reasons for rules and know right from wrong. ➤ Know some similarities or differences between different religions and cultural communities in this country, drawing on their own experiences and what has been read in class 		



Reception - PE		
Themes	Skills	Key Vocabulary
Dance		
On Parade* Toys* Christmas production	To move different parts of my body To dance on the spot and when moving To copy an action To move to music with some prompts To move energetically and safely	Perform Copy
Gymnastics		
Fun gym shapes* Move and Hold*	To jump and land safely To balance in different ways To jump in different ways on the floor and on low apparatus To create shapes on my own and copy those shown by an adult To control my body as I move	Shapes – tall and wide Jump – straight and star Balance
Games		
Multiskills – Fundamentals Unit 1*	To throw a ball with two hands To roll a ball in different directions, to my partner or towards a target To kick a ball forwards, backwards and sideways To move safely in a space To demonstrate strength and coordination	Throwing Catching
Athletics		
Sprinting Throwing Jumping Multiskills – Fundamentals Unit 2*	To run to an end goal keeping focused To throw different objects in a straight line To travel along a track in different ways To balance a bean bag on my head To move energetically	Running skipping
Knowledge and understanding of health, fitness and the body		
To have fun whilst participating in physical activity To name some ways to keep a healthy diet To know what exercise is To get dressed independently		Healthy Exercise
Our youngest sports people should be able to		
<ul style="list-style-type: none"> Show control and co-ordination when performing large and small movements Move confidently in a range of ways 		



- Negotiate different spaces safely
- Make healthy choices in relation to food and understand how this will keep them fit and healthy
- Understand the importance of good health, physical exercise and a healthy diet
- Talk about ways to keep healthy and safe



RE - Reception						
Big Question	Where do we belong?	What happens at a festival?	How do we celebrate new life?	What is Easter?	What can we learn from stories from different religions?	What happens at a wedding?
Key Learning	Ourselves, our families and our communities. Celebrations and special times.	Celebrations and special times.	Celebrations and special times.	Celebrations and special times	Noah's Ark	Celebrations and special times
Key Vocabulary	Harvest Thankful Sharing	Diwali Hannukah	Chinese New Year Birth Birthdays	Easter Cross Jesus Spring New life	Noah Ark Dove	Love Wedding Bride Groom Ceremony