

St Augustine's – Foundation Stage 2 Curriculum

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Title	Our Wonderful World	Helping Heroes	Take a Trip ...		Get Set Grow	Growing Up and Moving On
Curriculum Drivers	PSHE, RE, SCIENCE and Art	Speaking and Listening History and Geography	English, Geography and Art		Science and Maths	PSHE, PE and Science
EYFS AREAS	.PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT .UNDERSTANDING OF THE WORLD .EXPRESSIVE ARTS AND DESIGN	.UNDERSTANDING OF THE WORLD .COMMUNICATION AND LANGUAGE	.COMMUNICATION AND LANGUAGE .LITERACY-READING AND WRITING .UNDERSTANDING OF THE WORLD . EXPRESSIVE ARTS AND DESIGN		.UNDERSTANDING OF THE WORLD .MATHEMATICS	.PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT .PHYSICAL DEVELOPMENT .UNDERSTANDING OF THE WORLD
Texts	Creation Story Noah's Ark Sharing a Shell	Superworm Non-Fiction texts linked to People who Help us.	We're going on a Bear Hunt The Gruffalo	Stickman The Everywhere Bear Owl Babies	The Very Hungry Caterpillar Non Fiction Texts linked to life cycles	Once there were giants George Saves the World... Funnybones
Laudato Si question	How can we care for God's world?	How can we help others?	As we travel, how can we help to care for our world ?	How can we care for our brothers and sisters in our world ?	What can do to help God's world grow?	What can we do as we grow up, to help others?
Hook	Setting up an outdoor environment for insects in the garden.	Visit from Helping Heroes in our local community.	Visit from The Dorset Waste Partnership.	Lent-Care for others through a fundraising activity. Visit from CAFOD?	Visit to the WOEC.	Environmental work.

<p>RE</p> <p>RE Curriculum Directory Content (3-5 years) Attainment Target 1 Knowledge and Understanding (Learning About)</p> <p>Attainment Target 2 Engagement and Response (Learning from)</p>	<p><u>Developing Knowledge and Understanding</u></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> ♣ Listen to and talk about religious stories and respond to what they hear with relevant comments. ♣ Sing songs, make music and dance to express religious stories. ♣ Use a variety of material, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. ♣ Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. ♣ Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. ♣ Read and understand simple sentences from scripture or from their own religious stories. ♣ Share religious stories they have heard and read with others. ♣ Listen, talk about and role play similarities and differences in relation to places they have read or heard about. These could be family, church communities and religious stories. ♣ Write simple sentences about religious stories using phrases or words which can be read by themselves and others. ♣ Listen, talk about and role play how people act in a particular way because of their beliefs. ♣ Listen and talk about key figures in the history of God. ♣ Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. ♣ Listen, talk about and role play how people behave in the local, national and universal church community. ♣ Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. <p><u>Religious and Specialist Vocabulary</u></p> <p>Children will be taught to :</p> <ul style="list-style-type: none"> ♣ Decode key religious words appropriate to their age and stage of development. ♣ Use key religious words appropriate to their age and stage of development. <p><u>Meaning and Purpose</u></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> ♣ Answer ‘how’ and ‘why’ questions about their experiences in responses to religious stories or events. <p><u>Beliefs and Values</u></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> ♣ Show sensitivity to others’ needs and feelings.
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- ♣ Talk about how they and others show feelings.
- ♣ Confidently speak in a familiar group and talk about their ideas.
- ♣ Express themselves effectively, showing awareness of listeners' needs.
- ♣ Give their attention to what others say and respond appropriately.
- ♣ Talk about their own and others' behaviour and its consequences.
- ♣ Talk about past and present events in their own lives and in the lives of family members.
- ♣ Know that other children don't always enjoy and share the same feelings and are sensitive to this.

Revelation

To enable the children to

- come to know that God loves each one always and at all times;
- come to know Jesus is God the Father's Son;
- experience and come to know that Jesus tells us about God his Father;
- hear the story of Christmas and Easter;
- hear about the good news of Pentecost;
- experience and become familiar with the sign of the cross.

The Church

To enable the children to

- know that they are special within their family and the community;
- come to know that Mary is the Mother of Jesus;
- experience that a church is a special place where God's People gather to pray;
- begin to hear about God's wonderful world.

Celebration

To enable the children to

- come to appreciate their friendship with Jesus through Baptism;
- come to know that Jesus helps us to choose the good;
- come to know that Sunday is a special day for the church
- learn how family come together to celebrate;
- experience and recognise prayer is talking and listening to God;

	<ul style="list-style-type: none"> • experience praying with others as a celebration; • experience liturgical celebrations in a variety of simple settings; • be able to join in simple prayers and hymns. <p><u>Life in Christ</u> To enable children to</p> <ul style="list-style-type: none"> • respect each other, respect adults; • learn to take responsibility for choices and actions; • learn to say 'sorry'; • form and experience good relationships with peers and with adults in the school community. • learn ways in which a Christian family and parish share and celebrate life, and show care for one another; <p><u>Using the Come and See Scheme, the children in Reception will cover some of the following curriculum content:</u></p>		
Come and See Topics	<p><u>Autumn Term</u> <u>4 Week Topics</u> <u>Topic 1 - Domestic Church-Family</u> <u>Myself</u> God knows and loves each one. <u>Topic 2- Baptism/Confirmation-Belonging</u> <u>Welcome</u> Baptism-A welcome to God's family. <u>Topic 3-Advent/Christmas-Loving</u> <u>Celebrating</u> People celebrate in Church.</p>	<p><u>Spring Term</u> <u>4 Week Topics</u> <u>Topic 1-Local Church-Community</u> <u>Celebrating</u> People celebrate in church. <u>Topic 2-Eucharist-Relating</u> <u>Gathering</u> The parish family gathers to celebrate Eucharist. <u>Topic 3-Lent/Easter-Giving</u> <u>Growing</u> Looking forward to Easter.</p>	<p><u>Summer Term</u> <u>4 Week Topics</u> <u>Topic 1-Pentecost-Serving</u> <u>Good News</u> Passing on the good news of Jesus. <u>Topic 2-Reconciliation-Inter-relating</u> <u>Friends</u> Friends of Jesus. <u>Topic 3-Universal Church-World</u> <u>Our World</u> God's Wonderful World.</p>
Other Faiths Study	<p><u>Judaism-5 hours per year</u> <u>Islam-5 hours per year</u></p>		

<p><u>RSHE</u> <u>Ten Ten-Life to the Full Scheme</u></p>	<p><u>Module 1- Created and Loved by God</u></p> <ul style="list-style-type: none"> . Religious Understanding .Me, my Body, my Health .Emotional Well being .Life Cycles <p>The children will be taught :</p> <ul style="list-style-type: none"> .that we are uniquely made by a loving God .that we have differences and similarities (including physical differences between boys and girls) .key information about staying physically healthy .understanding feelings and emotions including strong feelings such as anger .the cycle of life from birth to old age <p><u>Module 2-Created to Love Others</u></p> <ul style="list-style-type: none"> .Religious Understanding .Personal Relationships .Keeping Safe <p>The children will be taught :</p> <ul style="list-style-type: none"> .to identify the Special People in their lives who they love and can trust .how to cope with various social situations and dilemmas .about the importance of saying sorry and forgiveness within relationships .about the risks of being online by incorporating the ‘Smartie the Penguin ‘ resources from Childnet .the difference between good and bad secrets .physical boundaries (incorporating the PANTS resource from the NSPCC) <p><u>Module 3-Created to Live in Community</u></p> <ul style="list-style-type: none"> .Religious Understanding .Living in the wider world <p>The children will be taught to:</p> <ul style="list-style-type: none"> . explore their relationship with the wider world and explore how human beings are called to love others in the wider community through service, through dialogue and through working for the Common Good. <p><u>As of September 2020, the Reception programme is not yet available.</u></p>
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PSHE CORUM SCARFF Resources	Autumn Term Reception	Spring Term Reception	Summer Term Reception
	<p>Being My Best DfE Relationships Education and Health Education statutory requirements</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating 2. The principles of planning and preparing a range of healthy meals</p> <p>Physical Health and Mental Wellbeing (Health Education) Health and prevention 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Physical Health and Mental Wellbeing (Health Education) Health and prevention 4. About dental health and the benefits of good oral hygiene and</p>	<p>Valuing Difference DfE Relationships Education and Health Education statutory requirements</p> <p>Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Respectful relationships 4. The importance of self-respect and how this links to their own happiness.</p> <p>Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Being safe</p>	<p>Keeping Safe DfE Relationships Education and Health Education statutory requirements</p> <p>Physical Health and Mental Wellbeing (Health Education) Health and prevention</p> <p>3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Relationships Education Being safe 6. How to ask for advice or help for themselves or others,</p>

	<p>dental flossing, including regular check-ups at the dentist.</p> <p>Physical Health and Mental Wellbeing (Health Education) Health and prevention 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>Lesson Titles Bouncing Back when things go wrong.</p> <p>Yes I can.</p> <p>Healthy Eating 1</p> <p>Healthy Eating 2</p> <p>Move your body</p> <p>A good night's sleep.</p> <p>Rights and Responsibilities DfE Relationships Education and Health Education statutory requirements</p> <p>Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability.</p> <p>Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending</p>	<p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Lesson Titles I'm Special, You're Special</p> <p>Same and Different</p> <p>Same and Different Families</p> <p>Same and Different Homes</p> <p>Kind and caring 1</p> <p>Kind and Caring 2</p> <p>Me and My relationships DfE Relationships Education and Health Education statutory requirements</p> <p>Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in</p>	<p>and to keep trying until they are heard.</p> <p>Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Lesson Title What's safe to go onto my body</p> <p>Keeping myself safe</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p> <p>Growing and Changing DfE Relationships Education and Health Education statutory requirements</p> <p>Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>
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	<p>time together and sharing each other's lives.</p> <p>Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p><u>Lesson Titles</u> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money 1 Looking after money 2</p>	<p>character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Relationships Education Respectful relationships 4. The importance of self-respect and how this links to their own happiness.</p> <p>Relationships Education Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p><u>Lesson Titles</u> All About Me What makes me special Me and my special people Who can help me? My Feelings 1 My Feelings 2</p>	<p>Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p><u>Lesson Titles</u> Seasons Life Stages Life Stages Where do babies come from? Getting Bigger Me and My Body</p>
English	<p>PRIME AREA-COMMUNICATION AND LANGUAGE</p> <p><u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u></p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates & sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <p>ELG: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>		

Understanding

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

ELG: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences & in response to stories or events.

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine & recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.
- Introduces a storyline or narrative into their play.

ELG: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

SPECIFIC AREA-LITERACY

Development Matters Statements 40-60+ M (to be referred to throughout the year)

Reading

- Continues a rhyming string.
- Hears & says the initial sound in words.
- Can segment the sounds in simple words & blend them together & knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words & simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books & computers.

ELG: Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Development Matters Statements 40-60+ M (to be referred to throughout the year)

Writing

- Gives meaning to marks they make as they draw, write & paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words & blend them together.
- Links sounds to letters, naming & sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves & others. Some words are spelt correctly & others are phonetically plausible.

	Phonics Progression					
	Autumn 1 Baseline Assessment Recapping Phase 1 Phonics Introduction to Phase 2 phonemes Set 1: s, a, t, p. Set 2: i, n, m, d. Set 3: g, o, c, k. Set 4: ck, e, u, r. Storytime Phonics	Autumn 2 Continuation of Phase 2 phonics Introduction to Phase 3 Phonics Phase 2 Set 5: h, b, f, ff, l, ll, ss Assessment of Phase 2 phonics Phase 3 Phonics Set 6: j,v,w,x Set 7: y,z,zz,qu Storytime Phonics	Spring 1 Phase 3 Phonics Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar Assessment activities Storytime Phonics	Spring 2 Phase 3 Phonics Vowel digraphs and trigraphs: or, ur, ow, oi, ear, air, ure, er. Assessment of Phase 2 and Phase 3 Phonics Storytime Phonics	Summer 1 Recapping Phase 3 phonics Phase 4 phonics Phonics Phase 4 Blends and Clusters Consolidation activities linked to recapping Phase 2/3 phonemes. Assessment activities Storytime Phonics	Summer 2 Recapping Phase 3 phonics Phase 4 phonics Phonics Phase 4 Blends and Clusters Consolidation activities linked to recapping Phase 2/3 phonemes. Assessment Activities Storytime Phonics
Texts	<u>Ongoing use of Storytime Phonics stories</u> <u>Focus texts to support topic</u> <u>Our Wonderful World</u> Creation Story Noah’s Ark Sharing a Shell	<u>Ongoing use of Storytime Phonics stories</u> <u>Focus texts to support topic</u> <u>Helping Heroes</u> Superworm Non-Fiction texts linked to People who Help us.	<u>Ongoing use of Storytime Phonics stories</u> <u>Focus texts to support topic</u> <u>Take a Trip</u> We’re going on a Bear Hunt Owl Babies The Gruffalo Stickman The Everywhere Bear		<u>Ongoing use of Storytime Phonics stories</u> <u>Focus texts to support topic</u> <u>Get Set Grow</u> The Very Hungry Caterpillar Non Fiction Texts linked to life cycles	<u>Ongoing use of Storytime Phonics stories</u> <u>Focus texts to support topic</u> <u>Growing Up and Moving On</u> Once there were giants George Saves the World... Funnybones
Maths Reception	SPECIFIC AREA-MATHEMATICS <u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u> Numbers • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, & beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see & checks by counting them. • Uses the language of 'more' & 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting.					

- Records, using marks that they can interpret and explain.
 - Begins to identify own mathematical problems based on own interests & fascinations.
- ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities & objects, they add & subtract two single-digit numbers & count on or back to find the answer. They solve problems including doubling, halving & sharing.**

Development Matters Statements 40-60+ M (to be referred to throughout the year)

Shape, space and measures

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, & mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects & common shapes to create & recreate patterns & build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders & sequences familiar events.
- Measures short periods of time in simple ways.

ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.

<p><u>Autumn 1</u> Baseline Assessment activities</p> <p><u>Number: (within 10)</u> Pre number activities Sorting/classifying/ Reasoning about decisions Odd one out activities Counting activities</p> <ul style="list-style-type: none"> • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, & beginning 	<p><u>Autumn 2</u></p> <p><u>Number: (within 10)</u> Pre number activities Sorting/classifying/ Reasoning about decisions Odd one out activities Counting activities</p> <ul style="list-style-type: none"> • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, & beginning 	<p><u>Spring 1</u></p> <p><u>Continuation of activities from the Autumn term as necessary.</u> <u>Number: Addition & Subtraction (within 10)</u></p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see & checks by counting them. • Uses the language of 'more' & 'fewer' to compare two sets of objects. 	<p><u>Spring 2</u></p> <p><u>Continuation of activities from the Autumn term as necessary.</u> <u>Number: Addition & Subtraction (within 10)</u></p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see & checks by counting them. • Uses the language of 'more' & 'fewer' to compare two sets of objects. • Finds the total number of 	<p><u>Summer 1</u></p> <p><u>Continuation of activities from the Autumn and Spring terms as necessary.</u> <u>Number: Addition & Subtraction (within 10)</u></p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see & checks by counting them. • Uses the language of 'more' & 'fewer' to compare two sets of objects. 	<p><u>Summer 2</u></p> <p><u>Continuation of activities from the Autumn and Spring terms as necessary.</u> <u>Number: Addition & Subtraction (within 10)</u></p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see & checks by counting them. • Uses the language of 'more' & 'fewer' to compare two sets of objects.
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	<p>to count beyond 10.</p> <ul style="list-style-type: none"> Counts out up to six objects from a larger group. Counts an irregular arrangement of up to ten objects. <p>Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> Recognises numerals 1 to 5. <p>Ongoing number assessment activities.</p> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, & mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects & common shapes to create & recreate patterns & build models. 	<p>to count beyond 10.</p> <ul style="list-style-type: none"> Counts out up to six objects from a larger group. Counts an irregular arrangement of up to ten objects. <p>Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> Recognises numerals 1 to 5. <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <ul style="list-style-type: none"> Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see & checks by counting them. Uses the language of 'more' & 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. <p>Ongoing number assessment activities.</p> <p><u>Shape, space and measures</u></p> <p><u>Continuation of activities from the Autumn term as necessary.</u></p> <ul style="list-style-type: none"> Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects & common shapes to create & recreate patterns & build models. 	<ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. <p>In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting.</p> <p>Ongoing number assessment activities.</p> <p><u>Shape, space and measures</u></p> <p><u>Continuation of activities from the Autumn term as necessary.</u></p> <ul style="list-style-type: none"> Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects & common shapes to create & recreate patterns & build models. 	<ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. <p>In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests & fascinations.</p> <p><u>Number Patterns</u></p> <p>Work on counting in 10s, 2s and 5s.</p> <p>Practical grouping and counting in groups of 10, 2 and 5.</p> <p>Ongoing number assessment activities.</p> <p><u>Shape, space and measures</u></p> <p><u>Continuation of activities from the Autumn and Spring terms as necessary.</u></p> <ul style="list-style-type: none"> Beginning to use everyday language related to money. Uses everyday language related to time. Orders & sequences familiar events. Measures short periods of time in simple ways. 	<ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. <p>In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests & fascinations.</p> <p><u>Number Patterns</u></p> <p>Work on counting in 10s, 2s and 5s.</p> <p>Practical grouping and counting in groups of 10, 2 and 5.</p> <p>Ongoing number assessment activities.</p> <p><u>Shape, space and measures</u></p> <p><u>Continuation of activities from the Autumn and Spring terms as necessary.</u></p> <ul style="list-style-type: none"> Beginning to use everyday language related to money. Uses everyday language related to time. Orders & sequences familiar events. Measures short periods of time in simple ways.
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Science Reception	SPECIFIC AREA-UNDERSTANDING THE WORLD <u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u> <u>The world</u> • Looks closely at similarities, differences, patterns & change. ELG: Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment & how environments might vary from one another. They make observations of animals & plants & explain why some things occur, & talk about changes. Throughout the year the children will be encouraged to look closely at similarities, differences, patterns & change in all their activities.				
Topic Activities	<u>Autumn 1</u> <u>Our Wonderful World</u> Observational Activities linked to the seasons. Nature Investigations linked to observing and handling leaving-sorting and classifying according to properties, shapes, textures etc... Sensory investigations linked to sight, smell, touch, hearing and tasting.	<u>Autumn 2</u> <u>Helping Heroes</u> Ongoing Observational Activities linked to the seasons. Investigations linked to materials-Materials hunt. Observing, handling and sorting according to properties. Learning about the equipment that helping heroes use and the properties of the materials that they use in their work such as tools, equipment and clothing etc...	<u>Spring 1 and 2</u> <u>Take a Trip...</u> Ongoing Observational Activities linked to the seasons. Work on the season of winter and the weather. Ice investigations. Link to environmental geography/science as we learn about different environments such as woodlands/forests in the focus texts, dry environments, hot places, cold places and features of those places. Focus on habitats and the way that animals adapt and change to their environments. Looking at animal behaviours and the food that animals eat. Looking at night and day and learning about nocturnal animals.	<u>Summer 1</u> <u>Get Set Grow</u> Ongoing Observational Activities linked to the seasons. Focus on animal and plant life cycles. Link to The very Hungry caterpillar- Life Cycle of a Butterfly, Frog and Hen. Life cycle of a Bean plant. Work on growing beans.	<u>Summer 2</u> <u>Growing Up and Moving On</u> Ongoing Observational Activities linked to the seasons. Focus on Growth following on from work on animal life cycles. Looking at how humans grow and change. Focus on healthy eating and on growing in a healthy way through exercise.
History Reception	SPECIFIC AREA-UNDERSTANDING THE WORLD <u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u> <u>People and communities</u> • Enjoys joining in with family customs & routines. ELG: Children talk about past & present events in their own lives & in the lives of family members. They know that other children don't always enjoy the same things, & are sensitive to this. They know about similarities & differences between themselves & others, & among families, communities & traditions. Throughout the year the children will be encouraged to learn about themselves, families, communities and traditions through a range of curriculum activities.				
	<u>Autumn 1 and 2</u> <u>Our Wonderful World</u> <u>Helping Heroes</u> Focus on our lives (Link to PSHE) and how we have grown and changed. C and L activities linked to ourselves and our families, traditions and customs. Through our work on Our Wonderful World in Autumn 1 we will focus	<u>Spring 1 and 2</u> <u>Take a Trip</u> Focus on changes over time and the passing of time through the journeys focus of this topic. We will focus on time sequencing through story mapping 'We're going on a Bear Hunt' and use the vocabulary linked to the passing of time.		<u>Summer 1 and 2</u> <u>Get Set Grow</u> <u>Growing Up and Moving On</u> We will continue to focus on change over time and chronology as we learn about animal and plant life cycles. During our work on human growth, we will learn about how we have grown and changed over time and will be learning about how humans	

Geography Reception	<p>on god's creation and the beginning of time. We will look at the natural world and the beginning of time.</p> <p>During our work on Helping heroes in Autumn 2, we will focus on professions of our Helping Heroes and during our work on the emergency services, we will learn about nursing and focus on the life and work of Florence Nightingale and how her work has lead to improvements in the world of nursing and caring for others now.</p> <p>We will carry out comparison activities as we compare conditions in hospitals then and now.</p>	<p>We will link this work to journeys we take with our families and during our study of Chinese New Year will talk about customs and traditions that families participate in making connections with family traditions and customs that we join in with such as at Christmas and New Year.</p>	<p>grow during their lives.</p> <p>We will handle artefacts as we compare old and new objects as part of this work on the topic.</p>
	<p>SPECIFIC AREA-UNDERSTANDING THE WORLD</p> <p><u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u></p> <p><u>People and communities</u></p> <ul style="list-style-type: none"> Enjoys joining in with family customs & routines. <p>ELG: Children talk about past & present events in their own lives& in the lives of family membersThey know that otherchildren don't always enjoy the same things, & are sensitive to this. They know about similarities & differences between themselves & others, & among families, communities & traditions.</p> <p><u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u></p> <p><u>The world</u></p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns & change. <p>ELG: Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features oftheir own immediate environment& how environments might vary from one another. They make observations of animals & plants & explain why some things occur, & talk about changes.</p>		
	<p><u>Autumn 1 and 2</u></p> <p><u>Our Wonderful World</u> <u>Helping Heroes</u></p> <p>Throughout our work on Our Wonderful World, we will focus on looking closely at similarities, differences, patterns & change. We will study the immediate outdoor environment and learn about how to care for creation and everything in it.</p> <p>We will focus on the vocabulary of place and will carry out investigative work linked to where we live.</p> <p>During our work on Helping Heroes, we will learn about a range of places as we learn about where people work. We will also focus on care for the environment as we learn about the work of the Dorset Waste Partnership and focus on recycling and reusing.</p>	<p><u>Spring 1 and 2</u></p> <p><u>Take a Trip</u></p> <p>This Geography based topic will focus on comparisons of environment as we learn about places in our immediate environment and further away. During our work on Chinese New Year we will learn about a contrasting environment and will use look at a world map.</p> <p>Through using our focus texts, we will learn about different habitats and link this work to our work on animals in Science.</p>	<p><u>Summer 1 and 2</u></p> <p><u>Get Set Grow</u> <u>Growing Up and Moving On</u></p> <p>Linking in with our work on environmental issues, we will learn about our care for the world and will focus on sustainability. We will also learn about animal habitats as we study animal life cycles. We will contrast habitats. Map reading and map making skills.</p>

<p>Art and Design/ Design Technology Reception</p>	<p>SPECIFIC AREA-EXPRESSIVES ARTS AND DESIGN</p> <p style="text-align: right;"><u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u></p> <p style="text-align: center;"><u>Exploring & using media & materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs & dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources & adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p>ELG: Children sing songs, make music & dance, & experiment with ways of changing them. They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <p style="text-align: center;"><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement & gesture in order to express & respond to feelings, ideas & experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop & act out a narrative. <p>ELG: Children use what they have learnt about media and materials in original ways, thinking about uses & purposes. They represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play & stories.</p> <p>PRIME AREA-PHYSICAL DEVELOPMENT</p> <p style="text-align: center;"><u>Moving and handling</u></p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction & malleable materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>ELG: Children show good control & co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively, including pencils for writing.</p> <p>Key Vocabulary Colour Shade Lighter Darker Attach Pattern Line Add Look Brush Stroke Print Build Improve Develop Create Sculpture Dab Print Mould Plan Build Construct Mode Blen</p>
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	<u>Autumn 1 and 2</u>	<u>Spring 1 and 2</u>	<u>Summer 1 and 2</u>
	<p><u>Our Wonderful World</u> <u>Helping Heroes</u> <u>Drawing Skills</u> .Using the outdoor environment as a stimulus for exploring colour. .Experimenting with a range of tools to create various marks in response to outdoor environment. Observational art based on the outdoor environment. Observational work linked to ourselves.</p> <p><u>Painting Skills</u> .Experimenting with primary colours-including naming colours and informal mixing opportunities. Looking at colour shades in relation to the outdoor environment. Shades of green in the outdoors. Shades of brown when linking with Autumn.</p> <p><u>Printing</u> Using found objects in the outdoor environment to develop natural printing skills such as leaves, twigs, etc...</p> <p><u>Designing and Modelling</u> Using a range of media to create models of choice such as junk, large loose parts, smaller loose parts, construction materials. Use the design process to create</p> <p><u>Sculpture/3D work</u> Modelling using playdough.</p> <p><u>Textiles/Collage</u> Explore natural found materials/resources to create transient art. Digital media Exploring Talk boxes as a way to record sounds digitally.</p> <p><u>Artist/Craftmaker's Study</u> Andrew Goldsworthy-Collage-Transient art in the outdoors. Link to DT. Pablo Picasso-Portraits.</p>	<p><u>Take a Trip</u></p> <p><u>Drawing Skills</u> .Experimenting with a wide range of tools to create different marks. Stimulus of Chinese New Year to create Chinese inspired art/writing. .Observational work linked to Chinese artefacts.</p> <p><u>Painting Skills</u> . Colour mixing opportunities linked to primary colour exploration to create secondary colours. .Exploring colours in the environment. Trying to create the colours we see by mixing other colours. Using watercolours when learning about paint effects in studying Monet scenes.</p> <p><u>Printing</u> Exploring mono printing to create scenes of different environments.</p> <p><u>Designing and Modelling</u> Working on planning and designing linked to environments. Link to role play as the children work with large loose parts to create various scenes.</p> <p><u>Sculpture/3D work</u> Using Clay as a media to make homes. Focus on 2D/3D shapes-link to work in Maths on shape and also the straight line work of Piet Modrian.</p> <p><u>Textiles/Collage</u> Textiles work linked to creating name banners for Chinese New Year.</p> <p><u>Digital media</u> Using talk boxes to record sounds digitally and to replay these.</p> <p><u>Artist/Craftmaker's Study</u> Piet Modrian-study of shapes and line in relation to 3D modelling in DT work. Claude Monet-Studying watercolour effects in landscape work.</p>	<p><u>Get Set Grow</u> <u>Growing Up and Moving On</u> <u>Drawing Skills</u> .Experimenting with a wide range of tools to create different marks. Stimulus of animal habitats to create pictures of animals and their habitats. Drawings of ourselves as we grow and change.</p> <p><u>Painting Skills</u> . Colour mixing opportunities linked to primary colour exploration to create secondary colours.</p> <p><u>Printing</u> Exploring with a range of printing techniques to create a desired effect.</p> <p><u>Designing and Modelling</u> Using 3D media to create models of ourselves.</p> <p><u>Sculpture/3D work</u> Using Clay as a media to make</p> <p><u>Textiles/Collage</u> Using the work of Van Gogh on sunflowers to stimulate sunflower collages with a range of media.</p> <p><u>Digital media</u> Using a tablet to record images and replaying them.</p> <p><u>Artist/Craftmaker's Study</u> Vincent Van Gogh-Sunflowers study-to develop collage skills and painting/drawing skills. Henri Rousseau-Tiger in Tropical Storm-Animal habitats developing sketching, paint effects and collage skills.</p>

Music
Reception

SPECIFIC AREA-EXPRESSIVES ARTS AND DESIGN

Development Matters Statements 40-60+ M (to be referred to throughout the year)

Exploring & using media & materials

- Begins to build a repertoire of songs & dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently & appropriately.
- Selects appropriate resources & adapts work where necessary.
- Selects tools & techniques needed to shape, assemble & join materials they are using.

ELG: Children sing songs, make music & dance, & experiment with ways of changing them.

They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.

Being imaginative

- Create simple representations of events, people and objects.
- Initiates new combinations of movement & gesture in order to express & respond to feelings, ideas & experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop & act out a narrative.

ELG: Children use what they have learnt about media and materials in original ways, thinking about uses & purposes.

They represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play & stories.

PE Reception	<p><u>Autumn 1 and 2</u></p> <p><u>Our Wonderful World</u> <u>Helping Heroes</u> Areas of Focus</p> <p>.Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p><u>Musical Express Units</u> Our Senses Working World Special People</p>	<p><u>Spring 1 and 2</u></p> <p><u>Take a Trip</u> Areas of Focus</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p><u>Musical Express Units</u> Stories and Sounds Going places Skills Builders-Beat, Rhythm and Pitch</p>	<p><u>Summer 1 and 2</u></p> <p><u>Get Set Grow</u> <u>Growing Up and Moving On</u> Areas of Focus</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p><u>Musical Express Units</u> Moving Patterns Growth and Change Skills Builders-Beat, Rhythm and Pitch</p>
	<p>PRIME AREA-PHYSICAL DEVELOPMENT</p> <p><u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u></p> <p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction & malleable materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>ELG:Children show good control &co-ordination in large & small movementsThey move confidently in a range of ways, safely negotiating space.They handle equipment & tools effectively, including pencils for writing.</p> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs & understands need for variety in food. • Usually dry & clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport & store equipment safely. • Practices some appropriate safety measures without direct supervision. 		

<p>ICT Reception</p>	<p>PRIME AREA-UNDERSTANDING THE WORLD</p> <p style="text-align: center;"><u>Development Matters Statements 40-60+ M (to be referred to throughout the year)</u></p> <p style="text-align: center;"><u>Technology</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>ELG: Children recognise that a range of technology is used in places such as homes & schools.</p> <p>They select and use technology for particular purposes.</p>		
	<p style="text-align: center;"><u>Autumn 1 and 2</u></p> <p><u>Our Wonderful World</u> <u>Helping Heroes</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>We will link our ICT work with Digital media work and work on recording sounds and images using age appropriate software such as Talk Boxes, Tablets and Bee Bots to allow children to work with programmable toys.</p> <p>Throughout the topics we will work with appropriate games and activities on tablets, class computers, the IWB and Chromebooks to support the children's learning across the curriculum.</p>	<p style="text-align: center;"><u>Spring 1 and 2</u></p> <p><u>Take a Trip</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>We will link our ICT work with Digital media work and work on recording sounds and images using age appropriate software such as Talk Boxes, Tablets and Bee Bots to allow children to work with programmable toys.</p> <p>Throughout the topics we will work with appropriate games and activities on tablets, class computers, the IWB and Chromebooks to support the children's learning across the curriculum.</p>	<p style="text-align: center;"><u>Summer 1 and 2</u></p> <p><u>Get Set Grow</u> <u>Growing Up and Moving On</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>We will link our ICT work with Digital media work and work on recording sounds and images using age appropriate software such as Talk Boxes, Tablets and Bee Bots to allow children to work with programmable toys.</p> <p>Throughout the topics we will work with appropriate games and activities on tablets, class computers, the IWB and Chromebooks to support the children's learning across the curriculum.</p>

