

Finlay Community School

Early Years

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the Early Years Foundation Stage. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Early Years Intent

At Finlay Community School, we intend to support all children to become independent and collaborative learners by providing a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Finlay Community School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Reception

1. *It's good to be me: All about me and my family*
2. *Let's Celebrate: Religious Celebrations*
3. *I wonder....*
 - *What's is it like in space*
 - *What's is it like in Antarctica*
 - *What is it like in Australia*
 - *What is it like at the zoo?*
 - *What is it like at the forest?*
4. *Once Upon a Time: Fairytales and Traditional Tales*
5. *Moving on up! Transition to Year 1*

Be Year 1 ready.

We follow the EYFS (Early Years Foundation Stage).



[Statutory framework for the early years foundation stage](#)

PDF, 603 KB, 53 pages

There are 7 areas of learning.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Reception	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's Good to be Me	Let's Celebrate	I wonder: What it's like in space? What it's like in Australia? What it's like in Antarctica?	I wonder: What is It like at the forest? What is it like at the zoo?	Once Upon a Time (Moving on up for the last two weeks)	
Reading Books	Astro Girl – Ken Wilson-Max Funny bones – Allan Ahlberg	The ugly duckling Shubh Diwali! - Chitra Soundar	Aliens love underpants – Claire Freedman Koala who could – Rachel Bright	Look up! – Nathan Bryon Farmyard Hullabaloo – Giles Andreae	Whatever next – Jill Murphy Dear Miss – Rachel Elliot Albert Talbot: Master of Disguise – Ben Manley	
Literacy Genres	Recount incidents in own life to other children or adults: verbally or written (initial sounds)	Posters and invites for birthday party/celebration	Postcard from a location.	Writing about animals – farmyard animals.	Story writing: Once Upon a Time Goldilocks and the 3 bears (share the story too) Jack and the bean stalk.	
Writing objectives	Children to be able to identify and write their names. Initial sounds Labelling things. CVC words.	CVC / CCVC words. Caption writing	Caption writing	Sequencing of the story. Rhyme Retelling of the story.	Children to use their phonics knowledge to write sentences. Fairytale story writing	Children to use their phonics knowledge to write sentences Letter to my new teacher.
Maths Objectives	Counting to 5 Developing spatial reasoning including position and shape.	Counting to 10 Developing Spatial Reasoning – including length, weight, capacity and volume	Composition within a number & calculating within a number. Patterns and Relationships including repeated patterns, shapes and colours. Patterns and Relationships including times, events, making connections.	Composition within a number & calculating within a number. Developing Spatial Reasoning	Equal Groups & Distributing Equally & Securing and using Number Facts. Patterns and Relationships	
Phonics	Read First 16 Set 1 sounds Learning to blend: Word Time 1.1 to 1.4	Read all single letter sounds and blend orally	Read to blend all CVC and learn Set 1 Special Friends, review Set 1 single letter sounds (reading only)	CCVC, CVCC and 5 sound words (stamp/strop) Read 4/5 sound words: Word Time 1.6 and 1.7	Set 2 to be taught- focus on first half ay/ee/igh/ow/oo/oo teaching 3 sounds a week	Set 2 Sounds – focus on 2nd half ar / or / air/ ir/ou/oy teaching 3 sounds a week.

	with white speed sound cards. Fred Finger routines Spell using Fred Fingers CVC Fred Talk Games	Read words: Word Time 1.1 to 1.4 on Green Word Cards. Review previously taught words (1.1 to 1.4) Spell using Fred Fingers CVC	Read 3 sound words: Word Time 1.5 and 1.6 Review Word Time 1.2 to 1.4 Read 3 sound nonsense words includes with Set 1 and Special friends (chit) Spell using Fred Fingers including SF	Review Word Time 1.2 to 1.5 Read 4 sound nonsense words Spell using Fred Fingers 4/5 sound	Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)	Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)
Minimum book band book RWI linked to Phonics	1B	1C	Ditty PCM	Red Ditty Books	Read green books.	Read green or purple books
Focus Subject – History or Geography	History: changes from baby to now People who help us: Jobs of our parents	Looking at celebrations in different religions Christmas Bonfire night What makes us special? What do we celebrate?	Journeys we have been on and how we have got there – transport Physical and human geography and features of hot and cold places. Compare and contrast.		Traditional Tales History – retell the past from a story Literacy focus – rhyme, retelling stories	
Science	Animals including humans		I wonder what it's like in Space? Everyday materials –		Living things and their habitats	Understanding plants.
Art/DT	ART – draw/paint a self portrait	ART- Autumn Collage using leaves and celebrating the time of year ART- Bonfire night painting	ART- junk modelling - Space rockets	Colour mixing	Making a mask.	DT: Healthy me: food preparation
Computing	Interact and explore their environment using a range of multimedia equipment, including digital cameras, video cameras,	Explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons	Collect information, e.g., by taking photographs or collecting object. Use ICT to sort and sequence objects on a screen or interactive whiteboard.	Explores a computer / laptop using the keyboard and mouse.	Can use a simple programme such as paint to draw a picture	Interact and explore their environment using a range of multimedia equipment, including digital cameras, video cameras, microscopes etc. This could also include the use of

	microscopes etc. This could also include the use of tablets e.g. iPad to capture still and moving image.					tablets e.g. iPad to capture still and moving image.
RE	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
PE	R.1 Chase games	R.2 Gymnastics	R.3 Underarm throw and rolling	R.4 Throwing, passing and catching	R.5 Multi directional chase games and racing	R.6 Bouncing and dribbling
Jigsaw/ RSHE	R.1 Being me in my world	R.2 Celebrating difference	R.3 Dreams and goals	R.4 Healthy me	R.5 Relationships	R.6 Changing me

GLD – Good Level of Development

ELG – Early Learning Goal

Children are defined as having reached a **good level of development (GLD)** at the end of the EYFS if they have achieved at least the expected level in the early learning goals in the **prime areas of learning (personal, social and emotional development; physical development; and communication and language)** and the early learning goals in the **specific areas of mathematics and literacy**.

Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Themes <i>(Learning themes may be adapted in response to the interests of the children)</i>	It's good to be me (Families, celebrating difference) Autumn	Let's celebrate Festivals Winter	I wonder ... What it's like in space? What it's like in Australia? What it's like in Antarctica? (Polar regions, Africa, Australia conservation) Winter	I wonder... What is It like at the forest? What is it like at the zoo? Spring	Once upon a time Nature Detectives (Growing plants, minibeasts, lifecycles environmental area, observational drawings) Spring	Once upon a time Moving upon up for the last 2 weeks ready for Year 1. Summer
Religious Festivals/significant events	Harvest	Bonfire Night Halloween Diwali Remembrance Day Christmas	Chinese New Year Shrove Tuesday	Mothers' day Easter Ramadan	Visit to forest of Dean	Visit to my new class.
Enrichment activities	<ul style="list-style-type: none"> • Visit from a doctor and/or dental nurse • Fruit tasting • Yoga session • Autumn walk • Church visit 	Early Years Nativity Finlay Christmas day. Church visit – poppies.	<ul style="list-style-type: none"> • Winter walk • Ice experiments • Reception Chinese restaurant (Chinese food tasting) • Eating pancakes 	<ul style="list-style-type: none"> • World Book Day • Church visit • Easter egg hunt • Easter bonnet parade 	<ul style="list-style-type: none"> • Spring walk • Make grass heads • Cress experiment • Planting • Hunt for minibeasts 	<ul style="list-style-type: none"> • Summer walk • Trip to zoo / farm • Sports Day • Class assembly • Summer fayre

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Themes	All About Me	Let's celebrate	I wonder	I wonder...	Once upon a Time	Once upon a time
<p>Communication and Language</p> <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, daily story times, singing, Pie Corbett Talk 4 Writing principles, EYFS productions and speech and language interventions (talk boost).</p>	<p>(Baseline)</p> <p>Settling in activities: Introduce ourselves, our likes/dislikes.</p> <p>Become familiar with routines and social phrases used throughout the day.</p> <p>Follow instructions: morning routine, expectations during CIL, tidying away, snack/lunch routines.</p> <p>Learn daily songs.</p> <p>Talk about our families: who's who.</p> <p>Share experiences at the doctor/dentist – listen to associated non-fiction.</p> <p>Understand how to listen and why listening is important.</p> <p>Talk boost assessments/ interventions</p> <p>Vocabulary development – on planning.</p>	<p>Listen and respond to stories and events: Bonfire night experiences, Gunpowder plot, role-play, Christmas story.</p> <p>Take part in discussion.</p> <p>Engage in story time.</p> <p>Vocab development (Highlighted on lesson plans).</p> <p>Talk boost Interventions.</p> <p>Following instructions.</p> <p>Learn rhymes, poems and songs (Nativity).</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Respond to how and why questions: - How is Winter different to Autumn? - Would you like to be an explorer? Why?</p> <p>Senses walk.</p> <p>Remember key Events from stories.</p> <p>Describe events in detail (customs and traditions of Chinese New Year).</p> <p>Begin to ask questions to find out more and to check they understand what has been said to them (ice experiments)</p> <p>Vocab development (highlighted on lesson plans).</p> <p>Talk boost interventions.</p> <p>Following instructions.</p> <p>Learn rhymes, poems and songs.</p>	<p>Retell a story with story language and language patterns: Talk for Writing.</p> <p>Use talk to organise thinking (properties of materials)</p> <p>Articulate their ideas in well-formed sentences.</p> <p>Use talk to organise thinking.</p> <p>Vocab development</p> <p>Talk boost interventions.</p> <p>Following instructions.</p> <p>Learn rhymes, poems and songs.</p> <p>Drawing club (intervention)</p>	<p>Engage in non-fiction books.</p> <p>Listen to, engage in, and talk about nonfiction: - Articulate a life cycle.</p> <p>Ask questions to find out more.</p> <p>Use talk to work out problems and organise thinking (cress investigation/minibeast hunting).</p> <p>Vocab development</p> <p>Talk boost Interventions.</p> <p>Following instructions.</p> <p>Learn rhymes, poems and songs.</p> <p>Drawing club (intervention)</p>	<p>Learn and recite poems, rhymes and songs (Class assembly).</p> <p>Use talk to organise thinking (past/present)</p> <p>Engage in story times and articulate ideas in well-formed sentences.</p> <p>(Talk for Writing: Traditional tale story)</p> <p>Vocab development</p> <p>Talk boost intervention</p> <p>Following instructions.</p> <p>Drawing club (intervention)</p> <p>ELG Listening Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>

						<p><u>ELG Listening Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>ELG Listening Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
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<p>Speaking</p>	<p>(Baseline) Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> - Some sounds: r, j, th, ch and sh - Multi syllabic such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p>	<p>ELG Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Themes	All About Me	Let's celebrate	I wonder...	I wonder	Once upon a Time	Once upon a Time
Jigsaw: A mindful approach to PSHE	<p><u>Being Me in My World:</u></p> <ul style="list-style-type: none"> - Developing relationships - Understanding feelings - Managing behaviour – using gentle hands and words 	<p><u>Celebrating Difference:</u></p> <ul style="list-style-type: none"> - Uniqueness – what makes me special - Making friends 	<p><u>Dreams and Goals:</u></p> <ul style="list-style-type: none"> - Persevering - Setting goals - Overcoming obstacles - Feeling proud 	<p><u>Healthy Me:</u></p> <ul style="list-style-type: none"> - Healthy lifestyles - Exercise/sleep - Hand hygiene - Stranger Danger - Healthy eating 	<p><u>Relationships:</u></p> <ul style="list-style-type: none"> - Making friends - Dealing with falling out - How to be a good friend 	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> - Naming body parts - Growing up - Transition to Year 1 - Memories of a year in Reception
Vocabulary	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration					

<p>Self-regulation</p>	<p>(Baseline) Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p><u>ELG Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><u>ELG Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>ELG Self-Regulation</u> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>Mange self</p>	<p>(Baseline) Remember rules without needing an adult to remind them</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Manage their own needs.</p>	<p><u>ELG Managing Self</u> Work and play cooperatively and take turns with others.</p> <p><u>ELG Managing Self</u> Form positive attachments to adults and friendships with peers.</p> <p><u>ELG Managing Self</u> Show sensitivity to their own and to others' needs.</p>

Building Relationships	(Baseline) Develop their sense of responsibility and membership of a community.	Build constructive and respectful relationships.	See themselves as a valuable individual. Express their feelings and consider the feelings of others.		<p><u>ELG Managing Self</u> Work and play cooperatively and take turns with others.</p> <p><u>ELG Managing Self</u> Form positive attachments to adults and friendships with peers.</p> <p><u>ELG Managing Self</u> Show sensitivity to their own and to others' needs.</p>	
Additional class topics/activities	Discussion of class rules: behavioural expectations in the setting Encourage talking about our feelings through the Colour - Monster <i>by Anna Llenas</i> Toileting	Handwashing Teeth cleaning				Healthy eating (fruit tasting)
My happy minds assembly.		<p><u>Meet your brain</u></p> Assembly for launch year. My happy breathing Glitter jars My hand minds Breathing Certificate	<p><u>Celebrate</u></p> Assembly for launch year. We're going on a strength hunt Friendship bracelets Use your learning strength End of module certificate	<p><u>Appreciate</u></p> Assembly for launch year. Thankful Tree End of module certificate	<p><u>Relate</u></p> Assembly for launch year. Rose says follow Rose End of module certificate	<p><u>Engage</u></p> Assembly for launch year. Reviewing our goals Our goals End of module certificate.

Physical Development

Learning Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Let's celebrate	I wonder	I wonder...	Once upon a Time	Once upon a time
Gross Motor skills developed in P.E. lessons	<p><u>Chase games and Spatial awareness</u></p> <p>Instruction (listening) games</p> <p>Travelling with different parts of the body.</p> <p>Running games</p> <p>Travelling through an obstacle course</p>	<p><u>Gymnastics:</u></p> <p>Use large hall apparatus.</p> <p>Jumping Jacks</p> <p>Bunny hops</p> <p>Combining two shapes Balancing</p> <p>Mirroring</p> <p>Five shape sequences</p>	<p><u>Underarm throw and rolling</u></p> <p>Throwing and catching a beanbag</p> <p>Throwing and catching a ball</p>	<p><u>Throwing, passing and catching</u></p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p><u>Multi directional chase games and racing</u></p>	<p><u>Bouncing and dribbling</u></p> <p>Develop confidence competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing.</p> <p><u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

<p>Fine Motor Skills</p>	<p>Daily Fine Motors activities for development of finger muscles and fine motor skills. See progression of skills for pencil grip, cutting skills and support according to stage of development.</p> <p>Letter formation/development of a handwriting style taught in daily Read Write Inc lessons alongside phonemes.</p> <p>Letter join is taught 3 days a week to support pencil grip, patterns and writing.</p>				
<p>Fine Motor Skills</p>	<p>(baseline) Show preference for a dominant hand.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.</p>	<p><u>ELG Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><u>ELG Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><u>ELG Fine Motor Skills</u> Begin to show accuracy and care when drawing</p>
<p>Health and self-care</p>	<p>(baseline) Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of ‘screen time’ - Having a good sleep routine - Being a safe pedestrian <p>No ELG relating to Health and Self-Care</p>	

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Themes	All About Me	Let's celebrate	I wonder	I wonder...	Once upon a Time	Once upon a time
Reading (RWI phonics scheme).	Daily Read Write Inc phonics sessions (Children work in differentiated groups for Read, Write Inc. Progression through sounds, ditties and books is determined by assessment and teaching pitched accordingly)					
	<u>Read First 16 Set 1 sounds</u> Learning to blend: Word Time 1.1 to 1.4 with white speed sound cards. Fred Finger routines Spell using Fred Fingers CVC Fred Talk Games	<u>Read all single letter sounds and blend orally</u> Read words: Word Time 1.1 to 1.4 on Green Word Cards. Review previously taught words (1.1 to 1.4) Spell using Fred Fingers CVC	<u>Read to blend all CVC and learn Set 1 Special Friends, review Set 1 single letter sounds (reading only)</u> Read 3 sound words: Word Time 1.5 and 1.6 Review Word Time 1.2 to 1.4 Read 3 sound nonsense words includes with Set 1 and Special friends (chit) Spell using Fred Fingers including SF	<u>CCVC, CVCC and 5 sound words (stamp/strop)</u> Read 4/5 sound words: Word Time 1.6 and 1.7 Review Word Time 1.2 to 1.5 Read 4 sound nonsense words Spell using Fred Fingers 4/5 sound	<u>Set 2 to be taught- focus on first half ay/ee/igh/ow/oo/oo</u> Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)	<u>Set 2 Sounds – focus on 2nd half ar / or / air/ ir/ou/oy.</u> Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)
Minimum book band book RWI linked to Phonics	IB	IC	Ditty PCM	Red Ditty Books	Read green books.	Read green or purple books
Word reading	Develop their phonological awareness to: <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them.		Develop their phonological awareness to: <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for single sounds? Recognise all taught Set 1 sounds, including some digraphs.		Develop their phonological awareness to: <ul style="list-style-type: none"> Recognise and use rhyme in daily conversation. Use sound buttons to segment and read words. Can identify words containing the same digraph or trigraph e.g. ay- may, day, play ELG Reading	

	<p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p>	<p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 diagraphs</p> <p><u>ELG Reading</u> Read words consistent with their phonic knowledge by sound-blending.</p> <p><u>ELG Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>ELG Comprehension</u> Anticipate – where appropriate – key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

<p>Writing</p>	<p>Fine motor skills Pencil grips Name writing Reading and writing labels Recognising and writing initial letter sounds Shopping lists (single words) single sounds Middle sounds End sounds CVC words CVCC words</p>	<p>Fine motor skills Pencil Grip Name writing Single sounds Middle sounds End sounds CVC words CVCC words Labels Simple phrase/caption Introduction of finger spaces</p>	<p>Creating story maps (Talk for Writing) Retelling stories through role-play Describing words (planet/alien description) Captions Simple sentences. Writing a postcard Introduction to full stops</p>	<p>Creating story maps (Talk for Writing) Write short sentences with words with known sound-letter correspondences, using a finger spaces and full stop. Introduce CL Begin to use CL, finger spaces and full stops in independent writing</p>	<p><i>Traditional Tales:</i> Creating story maps (Talk for Writing) Simple sentences Speech bubbles Character descriptions (Wanted poster) Begin to use CL, finger spaces and full stops in independent writing</p>	<p>Simple story: Beginning, middle end. Creating story maps (Talk for Writing) Letter to new teacher. Use of CL, Finger spaces and full stops independently.</p>
	<p>Write their first name independently. Sequence a familiar story, using pictures or props to support. Can add captions to their pictures using initial sounds. <u>Physical Development</u> Show preference for dominant hand. Use scissors confidently. Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Begin to form lowercase letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Copy full name from a name label. <u>Physical Development</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Write short captions and begin to write sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. <u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently. <u>ELG Writing</u> Write recognisable letters, most of which are correctly formed. <u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters. <u>ELG Writing</u> Write simple phrases and sentences that can be read by others. <u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>		

<p>Curriculum texts</p>	<p>Starting School The Colour Monster Goes to School It's Okay to be Different The Great Big Book of Families People Who Help Us: Doctor People Who Help Us: Dentist Oliver's Fruit Salad Oliver's Vegetables Leaf Man Rosie's Walk</p>	<p>Rama and Sita Dipal's Diwali A Day to Remember The Christmas Story Handa's Surprise</p>	<p>One Snowy Night Here Comes Jack Frost Lost and Found Poles Apart The Magic Paintbrush Wombat Stew <i>Tidy</i>: Caring for the environment The Easter Story The little Red Hen</p>	<p>Dear zoo Gruffalo Tiger that came to tea</p>	<p>Jack and the Beanstalk Three Little Pigs Little Red Riding Hood The Three Billy Goats Goldilocks and the Three Bears Beware of the Bears The Very Hungry Caterpillar Tadpole's Promise</p>	<p>I am absolutely too small for school.</p>
<p>Reading books</p>	<p>Astro Girl – Ken Wilson-Max Funny bones – Allan Ahlberg</p>	<p>The ugly duckling Shubh Diwali! - Chitra Soundar</p>	<p>Aliens love underpants – Claire Freedman Koala who could – Rachel Bright</p>	<p>Look up! – Nathan Bryon Farmyard Hullabaloo – Giles Andreae</p>	<p>Whatever next – Jill Murphy Dear Miss – Rachel Elliot Albert Talbot: Master of Disguise – Ben Manley</p>	

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Themes	All About Me	Let's celebrate	I wonder	I wonder...	Once upon a Time	Once upon a time
Can do math's	Choral counting Group counting Continuous provision counting Counting 5 Counting 6 Counting 7 Developing spatial reasoning including position and shape	Counting 7 Counting 8 Counting 9 Counting 10 Developing spatial reasoning – including length, weight, capacity and volume	Composition of 2,3 and 4 Calculating within 4 Composition of 5 Calculating within 5 Composition of 6 Calculating with 6 Patterns and relationships including repeated patterns, shapes and colours	Comparing numbers Composition of 7 Calculating within 7 Composition of 8 Calculating within 8 Patterns and relationships: times, events, making connections	Composition of 9 Calculating within 9 Composition of 10 Calculating within 10 Double numbers Developing spatial reasoning	Distributing equally Securing and using number facts Patterns and relationships
Vocabulary	Numbers Counting Shape names – square, circle, and rectangle, square. Smaller, less, bigger, more. On top Under In front	Numbers Counting Long Short Tall Heavier Lighter Full Empty Half	Subtilise. 1 more 1 less Pattern Repeat Colours Number bonds Subtract Addition Equal Symbol	First Then Next Now Less More Subtract Addition Equal Symbol	Greater Bigger More Less Smaller Number bonds Double Equal to	Number bonds Facts Pattern Greater than Less than

<p>Number</p>	<p>(Baseline) Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Recite numbers past 5.</p> <p>Say one number name for each item in order: 1, 2, 3, 4, 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p>	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p>	<p>Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p><u>ELG Number</u> Have a deep understanding of number 10, including the composition of each number.</p> <p><u>ELG Number</u> Subitise (recognise quantities without counting) up to 5.</p> <p><u>ELG Number</u> Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.</p>
<p>Pattern</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of</p>	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p> <p>Become familiar with two digit numbers and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p>	<p><u>ELG Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><u>ELG Numerical Patterns</u> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><u>ELG Numerical Patterns</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

	<p>objects to match the numeral, up to</p> <p>Experiment with their own symbols and marks as well as numerals.</p>			
Shape	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>No ELG relating to Shape and Space</p>

Mastering Number: Overview of content – Reception

Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Autumn 1	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including ‘more than’ and ‘fewer than’ compare sets ‘just by looking’.
Autumn 2	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

Spring 1	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets
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	<ul style="list-style-type: none"> explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.
Spring 2	<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

Summer 1	<ul style="list-style-type: none"> • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> • explore the composition of 10. 	<ul style="list-style-type: none"> • order sets of objects, linking this to their understanding of the ordinal number system.
Summer 2	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>			

Understanding the World

Learning Themes	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All About Me	Let's celebrate	I wonder	I wonder...	Once upon a Time	Once upon a time
Science	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the difference between materials and changes they notice.</p>	<p>Discuss the seasonal changes in Autumn. I can understand the effect of changing seasons on the world around me.</p> <p>Discuss the seasonal changes that occur in Autumn and how people and animals adapt.</p> <p>Animals including humans / baby animals: Makes observations of animals and draw pictures of animals.</p> <p>Talk about similarities and difference between animals</p> <p>Connect one idea to another using a range of connectives.</p> <p>When directed, looks closely at similarities, differences, patterns and change.</p>	<p>Discuss the seasonal changes in Winter. I can understand the effect of changing seasons on the world around me</p> <p>Our senses – go on a walk.</p> <p>Can name their 5 senses- sight, hear, smell, touch, taste.</p>	<p>Understands that the weather changes and that in different countries you have different weather.</p> <p>Talk about how to care about the environment.</p> <p>Conduct a floating and sinking investigation.</p> <p>State of matter / Everyday materials - Explore ice and how it is made and the changes.</p> <p>Use everyday language to talk about position and distance.</p>	<p>State of matter / Everyday materials – Chocolate Easter nests. What happens during the stages?</p> <p>What is waterproof investigation? Begin to understand why certain materials are better to use for different things- waterproof.</p> <p>Magnets – what is and what isn't?</p> <p>One off lesson: I wonder... what will happen to this tiny seed,</p>	<p>Living things and there habitat:</p> <p>Look at different mini beasts. What are they? Where do they live?</p> <p>Look at the lifecycles of the butterfly and frog.</p> <p>Interact and explore their environment using a range of multimedia equipment, including digital cameras, microscopes etc.</p> <p>Discuss the seasonal changes that occur in Spring. I can understand the effect of changing seasons on the world around me.</p>	<p>Understanding plants:</p> <p>Look at different types of seed and where they come from and talk about similarities and differences.</p> <p>Recognise and name the basic parts of a plant.</p> <p>Find out what plants need to grow.</p> <p>Explore the natural world around them and draw pictures of plants.</p> <p>Observe and interact with natural process such as an object casting a shadow</p> <p>Discuss the signs of summer. I can understand the effect of changing seasons on the world around me.</p>

							Light transferring through a transplant materials.
Expressive Art and Design	<p>Baseline (3-4 year olds) Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>						<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Understanding the world	<p>Explore how things work. Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>					<p>The Natural World – ELG Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

	<p>Talk about the differences between materials and changes they notice.</p>			
<p>Science Vocabulary</p>		<p>Animals, babies, cub, piglet, calf, kitten, puppy, hatchling, baby, infant, chicken, chick, fawn, larva, kit, foal, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves.</p> <p>Animal names, cow, pig, sheep, dog, cat, pig, horse, chicken,</p> <p>Autumn, leaves, colour changing, weather,</p> <p>Cold, frost, snow, winter, frozen.</p>	<p>Melt, solid, liquid, gas, fridge / freezer. Chocolate, mold,</p> <p>Instructions, first, then, now, next.</p> <p>Hard, soft, plastic, wood, push, pull. Float, sink, surface, absorb,</p> <p>Transparent</p> <p>Magnetic and not / non magnetic</p>	<p>Leaf, flower, petal, fruit, berry, root, seed, trunk, branch, stem, stalk, bud, tree.</p> <p>Plants, leaves, water, sunlight, grow.</p> <p>Animals including humans. Bee, caterpillar, butterfly, fly, frog, lamb, tadpole, chick, hen.</p> <p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves.</p> <p>Senses- touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue, names of animals experienced firsthand.</p> <p>Summer, sun, longer days, light, heat, shadow.</p>

History	<p>Comments on recent pictures of experiences in their own life. "This was me at the farm..."</p>	<p>Identify members of their family – Commenting on photos and what relation they are to them.</p> <p>Show interest in other people who are familiar to them.</p> <p>Talk about what they do with their family and can begin to draw comparisons between families.</p> <p>Show interest in different occupations i.e. doctor and dentist and know their role in the community .</p> <p>Listen to both spoken and written experiences within my life to understand more about the past.</p>	<p>Share experiences of bonfire night and begin to understand why it is celebrated (Gunpowder plot).</p> <p>Discuss Christmas traditions around the World.</p>			<p>Compare and contrast photos of transport past and present.</p> <p>Journeys we have been on and how we have got there – transport</p>	<p>Show interest in different occupations i.e. doctor and dentist and know their role in the community .</p> <p>Listen to both spoken and written experiences within my life to understand more about the past.</p> <p>Recognise key aspects of change within my own life: birthdays, passage of time, growing babies, toddlers, starting school, moving on</p>
Understanding the world.	<p>Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal.</p> <p>Maths link: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>				<p>Speaking – ELG: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Past and Present - ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	
History Vocabulary		<p>New, old, now, then, past, present. Mother, father, sister, brother, sibling, parents, grandparents, nan,</p>	<p>Christmas, Christians, celebrate gunpowder, bonfire, and fireworks, past, now, celebrate.</p>			<p>Now, then, next, past, transport, travel, time, olden, different, same.</p>	<p>New, old, now, then, past, present., community, events.</p>

		grandad, auntie, uncle, family.					
Geography	Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.	<p>Discuss the seasonal changes in Autumn. I can understand the effect of changing seasons on the world around me.</p> <p>Discuss the seasonal changes that occur in Autumn and how people and animals adapt.</p> <p>Know what 'harvest' means and that it is celebrated in different ways around the World.</p>	I can describe what I see, hear and feel whilst outside.	<p>Introduce the solar system – planets, stars and Sun: why are there hot and cold planets?</p> <p>Discuss the first moon landing (Neil Armstrong) and what it is like to live in Space.</p> <p>I can recognize that there are some environments that are different to the one in which we live.</p> <p>Using pictures to compare and contrast environments in the North/South Poles, Africa and Australia and how it impacts upon the lives of the people and animals that live there.</p>	<p>Talk about the features of their own immediate environment.</p> <p>Look at aerial photos of Finlay School– point out roads, landmarks etc.</p> <p>Talk about local environments.</p> <p>See if the children can follow a simple route on a map of the school.</p> <p>Use everyday language to talk about position and distance.</p>	<p>I can make observations and draw pictures of animals.</p> <p>Discuss the seasonal changes that occur in Spring. I can understand the effect of changing seasons on the world around me.</p>	Discuss the signs of summer. I can understand the effect of changing seasons on the world around me
Understanding the World	<p>Base line – 3 – 4 year olds: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>			<p>People Culture and Communities ELG:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge 		

						from stories, non-fiction texts and – when appropriate – maps.
Geography Vocabulary		Seasons, summer, spring Autumn, winter. Change, leaves, colour, harvest, animals.	Senses – sight, eyes, nose, smell, ears, hear, touch, hands, taste, tongue.	Hot, cold, Antarctica, Australia, icebergs, penguins, frozen, areophane, great barrier reef, continents, weather, kangaroo	Gloucester, houses, school, cemetery, shops, google, maps, location, road, bush, tree, field. Next to, side, in front, behind.	Spring, buds, lambs, chicks, bulbs, flowers. Animals - inset, worms, ladybird, bee, frog. Summer, sun, longer days, brighter, flowers, trees, holidays, leaves. Animals, insects.

R.E.		<p><u>F4 Being special: where do we belong?</u></p> <p>Retell religious stories making connections with person.</p> <p>Knows that a religion is what people believe and worship.</p> <p>Belonging Retell religious stories making connections with personal experience.</p> <p>Share and record occasions when things have happened in their lives that make them feel special.</p> <p>Recall simply what happens at a traditional</p>	<p><u>F2 Why is Christmas special for Christians?</u></p> <p>Talk about people who are special to them.</p> <p>Say what makes their family & friends special to them.</p> <p>Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus.</p> <p>Recall simply what happens at a traditional Christian festival (Christmas)</p> <p>Retell religious stories, making connections with personal experiences,</p>	<p><u>F1 Why is the word ‘God’ so important to Christians?</u></p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Retell stories, talking about what they say about the world, God, human beings.</p>	<p><u>F3 Why is Easter special to Christians?</u></p> <p>Recognise and retell stories connected with the celebration of Easter.</p> <p>Talk about ideas of new life in nature.</p> <p>Can name some different celebrations that different religions celebrate.</p> <p>Recognise some symbols Christians use during Holy Week EG: palm crosses, cross, eggs etc and make connections with the signs of new life in nature.</p> <p>Talk about some ways Christians remember these stories at Easter.</p>	<p><u>F5 What places are special and why?</u></p> <p>Talk about somewhere that is special to themselves, saying why.</p> <p>Recognise that some religious people have places, which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</p>	<p><u>F6 What times/stories are special and why?</u></p> <p>Talk about some religious stories.</p> <p>Recognise some religious words (eg about God)</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text (eg Bible, Torah).</p> <p>Talk about some of the things these stories teach believer.</p>
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		<p>Christian infant baptism and dedication.</p> <p>Recall simply what happens when a boy is welcomed into a religion other than Christianity.</p>	<p>Comments / retells on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p> <p>Can name key people from religious stories eg Mary, Joseph, Jesus, Rama, Sita,</p>	<p>Say how & when Christians like to thank their creator,</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>		<p>Knows why religious venues are special and who goes there.</p> <p>Retell religious stories making connections with personal experiences.</p> <p>Get to know & use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>ELG: Building Relationships Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p>ELG: UTW - People Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
<p>Vocabulary</p>		<p>Celebration, infant, Christianity, special, belonging, belief, worship, baptism, christening, holy, bible.</p>	<p>Diwali, Eid, Christmas, Mary, Joseph, Jesus, Nativity. Celebration, god, earth, incarnation.</p>	<p>God, bible, Creator, human, world, feelings,</p>	<p>Easter, palm Sunday, eggs, new life, born, church, cross, celebration, rose, death, Christians, chick, daffodil, spring.</p>	<p>Special, church, mosque, belief, pray, value</p>	<p>Stories, bible, Torah, special, feelings.</p>

<p>Computing (Not a requirement of the EYFS framework)</p>	<p>Shows an interest in technology – wants to have a go on the whiteboard or use an ipad. Use a variety of electronic toys in play situations, e.g., dance mats, Bee-bots, and remote control toys, using basic directional language. (forward, backwards, stop) Use a shortcut such as an icon on the computer / ipad to navigate to a specific website. Can use age appropriate apps.</p>	<p>Opportunities are made available to build awareness of technology as part of everyday life. At the same time, activities build children’s listening skills, curiosity and creativity, and skills in problem solving. They include (but are not exclusive to):</p> <ul style="list-style-type: none"> - taking a photograph with a camera or tablet, - searching for information on the internet with adult support, - playing games on the interactive whiteboard, - moving remote control toys, - exploring old technology, - programming a Beebot, - watching a video clip, - listening to music, - E-safety sessions and discussions. - Interacting with age-appropriate art software e.g. 2Paint - Visit the ICT suite and use a mouse and keyboard. - <p><u>NO ELG for computing</u></p>
<p>Vocabulary</p>	<p>Technology, whiteboard, ipad, bee-bot, icon, compute, website, app.</p>	<p>Computer, computing, camera, tablet, iPad, mouse, screen, e-safety, password, keyboard, buttons, bee-bot, forward, back, stop, navigate, website, internet, information, electric, app, technology, whiteboard, game.</p>

Expressive Art and Design

Learning Themes	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All About Me	Let's celebrate	I wonder	I wonder...	Once upon a Time	Once upon a time
Art and DT (Adult-led activities)	<p>Show different emotions in their drawing and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p>	<p>Self-portraits (Vincent Van Gogh)</p> <p>(paint: choosing appropriate colours, colour mixing)</p> <p>Show preference for a dominant hand</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explores what happens when he/she mixes colours</p>	<p>Making seasonal calendars (using different artistic techniques e.g. printing, collage, pointillism etc)</p> <p>Autumn Collage using leaves and celebrating this time of year. Bonfire night painting.</p> <p>Use informal language to describe their work such as pointy, spotty, blobs etc</p>	<p>DT- Rocket – junk modelling – make a rocket. Houses for fairy tale characters from junk materials (joining techniques)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Use a range of tools confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors</p>	<p>Painting.</p> <p>Exploring colours</p> <p>Create out own animal.</p> <p>Colour hunt</p> <p>Explores what happens when he/she mixes colours</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Use a range of tools confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Collage</p> <p>DT- Make a bear/pig/wolf mask linked to traditional tales</p> <p>There are lots of different characters in books that we read We can pretend we are the characters in different ways – puppets or masks</p> <p>Scissors need to be used to cut out a mask shape/template</p> <p>I can use a scissors correctly.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>To carry a scissors safely, the sharp part must be pointing down in the hand</p>	<p>DT: Healthy me: food preparation – make a fruit Kebab.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>

						Develop storylines in their pretend play.	
	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><u>ELG - Creating with Materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>				
Vocabulary	<p>Colours</p> <p>Do children know them?</p>	<p>Colours</p> <p>Mixing</p> <p>Paint</p> <p>Tools</p> <p>Face – identify body parts.</p> <p>Pencil</p>	<p>Colours</p> <p>printing, collage, pointillism</p> <p>pointy, spotty, blobs etc</p>	<p>Pencils for drawing and writing, paintbrushes, scissors.</p> <p>colour, design, texture, form and function</p>	<p>Collaboratively, sharing ideas, resources, skills. new effects, media, overlap, colours,</p>	<p>scissors, paintbrushes</p> <p>mask, colours, material, overlay, glue, colours, character,</p>	<p>Healthy, fruit, kebab, peel, slice, safety, wash, hygiene, texture, juicy, colours, dislike, like, 5 a day,</p>
Music Charanga scheme		<p><u>Our world</u></p> <ul style="list-style-type: none"> Listening and responding to different styles of music 	<p><u>My stories</u></p> <ul style="list-style-type: none"> Listening and responding to different styles of music 	<p><u>Everyone</u></p> <ul style="list-style-type: none"> Listening and responding to different styles of music 	<p><u>Our world</u></p> <ul style="list-style-type: none"> Listening and responding to different styles of music 	<p><u>Big bear Funk</u></p> <ul style="list-style-type: none"> Listening and appraising Funk music 	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> Listen and Appraise

		<ul style="list-style-type: none"> • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place • Learning new songs for Nativity. • Performing as a class. 	<ul style="list-style-type: none"> • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs (science link). • Improvising leading to playing classroom instruments (science link) • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
EAD – Expressive Art and design	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing in a group (Nativity).</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs.</p> <p><u>ELG Being Imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>			

Vocabulary	Pitch, tone, song, improvise, melody, pitch match, rhythm, pulse	Listen, respond, nursery rhyme, improvise, perform, expression, lyrics	Listen, respond, nursery rhymes, improvising, instruments, perform, melody, pitch, pulse	Improvise, singing, perform, pitch, melody, solo, style, tempo	Improvise, singing, perform, pitch, melody, solo, style, tempo	Listen, appraise, instruments, style, riff, composition, perform, melody, pulse, pitch	Listen, appraise, instruments, style, riff, composition, perform, melody, pulse, pitch
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This is what a day in Reception looks like.

Finlay Community School Timetable 2023- 2024 Reception

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 8:55	WELCOME & REGISTRATION				
9:00 - 10:00 (1 Hour)	Maths 1x group with Tracy - outside 1 x group with Ella W - middle room	(Please lead - 9:00 - 9:20) Maths 1x group with Tracy - Middleroom 1 x group with Ella W - outside	Maths 1x group with Tracy - outside 1 x group with Ella W - middle room	Maths 1x group with Tracy - Middleroom 1 x group with Ella W - outside	Reading assembly 9:00 - 9:20 Literacy
10:00 - 10:10	Snack				
10:15 - 11:00 (45 minutes)	Phonics	Phonics	Phonics	Phonics	Phonics
11:00- 11:45 (45 minutes)	Literacy 1x group with Tracy - Middleroom 1 x group with Ella W - outside	Literacy 1x group with Tracy - outside 1 x group with Ella W - middle room	Literacy 1x group with Tracy - Middleroom 1 x group with Ella W - outside	Literacy 1x group with Tracy - outside 1 x group with Ella W - middle room	Literacy Finish groups
11:45 - 11:50	Wash hands/Get ready for lunch				
11:50 - 12:35	Lunch time				
12:35 - 1:15 40 minutes - 10 minutes each	Dough disco / handwriting/teeth cleaning and fine motor	Dough disco / handwriting/teeth cleaning and fine motor	Dough disco / handwriting/teeth cleaning and fine motor	Dough disco / handwriting/teeth cleaning and fine motor	Jigsaw / Library
1:15 - 2:40 (1 hour and 20)	Science /History/Geography	Science /History/Geography	PE / Music	RE	Art / DT
2:40 - 2:50 (10 minutes)	HCETM	HCETM	HCETM	HCETM	
2:50 - 3:00	Milk	Milk	Milk	Milk	Milk
Assemblies	Celebration assembly - 2:40-3:10	Happy minds	Singing - 2:40-3:00		
3:00 - 3:20	Story and home.	Story and home.	Story and home.	Story and home.	Story and home.

Maths in Reception

We follow the scheme can do maths. All students can enjoy and improve their achievements in maths. All children have the same input and questions. There is no differentiation within this scheme All children have the same question and if a child is finding it challenging we complete a small group intervention to pick up misconceptions and show them how to do it with manipulatives or a different example, this will be addressed in their book in line with our marking policy.

This is how the questions look in the children's books.

As we go into the spring/summer term, the children will begin to write in their math's books.

B.12.2)

TBAT: The last number counted represents how many are in the set.

Do It - What it is

How many are there? Let's count them. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 So how many are there? "There are 10 blocks." Count other objects. Are there 10? How do you know?

Twist it - What it's not

How many are there? Colin says there are "One, two, three, four, five, six, seven, eight, nine, ten"

Explain why he is incorrect.

NCETM Mastering Number/ Number Sense/ Fluency

We are also use NCETM mastery number in the afternoon. This 10-minute whole class input is to secure knowledge and understanding and is a great way to develop vocabulary. We record these sessions and upload them to seesaw.

Please can the QR code to see a lesson:



Phonics

We follow the Read Write Inc Scheme. In reception, children are assessed and grouped appropriately, according to their sound knowledge. They split into groups within the reception cohort. Children will start with 15 minutes phonics lesson and build the timing up. The children will begin phonics from day 1 as a whole class and will then split into their ability groups in week 2.

Reception expectation:

<p><u>Read First 16 Set 1 sounds</u> Learning to blend: Word Time 1.1 to 1.4 with white speed sound cards. Fred Finger routines Spell using Fred Fingers CVC Fred Talk Games</p>	<p><u>Read all single letter sounds and blend orally</u> Read words: Word Time 1.1 to 1.4 on Green Word Cards. Review previously taught words (1.1 to 1.4) Spell using Fred Fingers CVC</p>	<p><u>Read to blend all CVC and learn Set 1 Special Friends, review Set 1 single letter sounds (reading only)</u> Read 3 sound words: Word Time 1.5 and 1.6 Review Word Time 1.2 to 1.4 Read 3 sound nonsense words includes with Set 1 and Special friends (chit) Spell using Fred Fingers including SF</p>	<p><u>CCVC, CVCC and 5 sound words (stamp/strop)</u> Read 4/5 sound words: Word Time 1.6 and 1.7 Review Word Time 1.2 to 1.5 Read 4 sound nonsense words Spell using Fred Fingers 4/5 sound</p>	<p><u>Set 2 to be taught- focus on first half ay/ee/igh/ow/oo/oo</u> Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)</p>	<p><u>Set 2 Sounds – focus on 2nd half ar / or / air/ ir/ou/oy.</u> Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers Build fluency with commonly occurring storybook words (with/off/have)</p>
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Children split in Reception after autumn half term with KS1 into ability groups.

Handwriting (Letter join)

We use a handwriting scheme called Letter-join which is a whole school handwriting scheme offering a combination of traditional and digital resources. These include classroom presentations, handwriting activities, online games and worksheets. We complete this 3 days a week.

This scheme also supports fine motor skills and gross motor skills. Which develop children's physical and writing skills.

Gross motor skill warm ups:

<p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>  <p>Two-footed standing jump with waving arms.</p>	<p>COLIN THE CRAB SAYS: "WALK SIDEWAYS."</p>  <p>Take side steps one way, then the other.</p>	<p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Balance on left foot, then balance on right foot.</p>	<p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p>	<p>CORA THE COW SAYS: "MILK A COW."</p>  <p>Move arms up and down in milking action.</p>	<p>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>  <p>Lie down and wriggle along the floor.</p>	<p>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</p>  <p>Move around on hands and feet.</p>
<p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Jog, lifting knees high then run faster.</p>	<p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p>	<p>ENOCH THE ELEPHANT SAYS: "LIFT ME UP."</p>  <p>Pretend to lift up a heavy object.</p>	<p>FATIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p>	<p>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>  <p>Spin around on the spot.</p>	<p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>  <p>Stand straight and tilt from left to right.</p>	<p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>  <p>Raise arms up and down, palms facing down.</p>

Fine motor skill exercises:

Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

ACTION	DESCRIPTION
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

[Click here for PDF >](#)

[Click here for Tripod Grip Rhyme >](#)

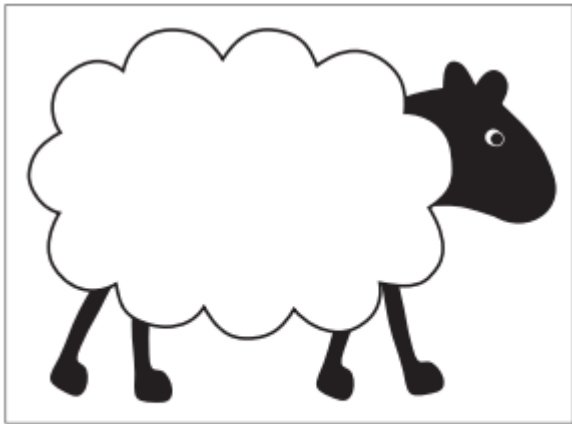
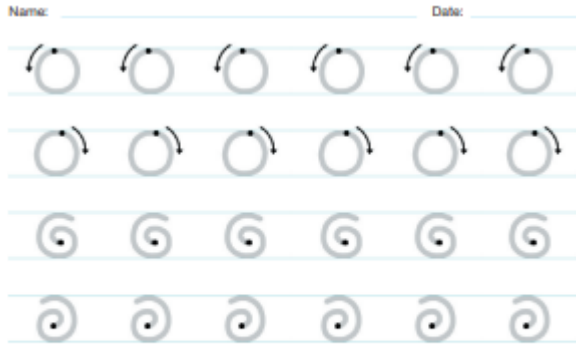
Pencil Activities

Practice holding your pencil correctly by using our tripod grip rhyme.

ACTION	DESCRIPTION
Quack, Quack Fingers	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
Roly-poly Pencil	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
Crawling Caterpillar	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
Helicopter Twirls	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.
<i>Now you are ready for handwriting!</i>	

Example of work sheets

These are used within school and sent home for home learning



Maths (In line with maths policy)

Finlay Community School Weekly Plan

Mathematics

Unit & L.O.	Unit name and number	Year/number of small steps	Total number of lessons
	Unit 2: Counting to 5	5	5

Unit Road Map

Lesson	Objectives	Resources/Equipment	Activities	Assessment/Feedback	Notes
Lesson 1	Identify and name the number 1.	Number cards, dot markers, number line.	Children to identify and name the number 1. Use dot markers to show the number 1 on the number line.	Check children can identify and name the number 1. Ask them to show the number 1 on the number line.	
Lesson 2	Identify and name the number 2.	Number cards, dot markers, number line.	Children to identify and name the number 2. Use dot markers to show the number 2 on the number line.	Check children can identify and name the number 2. Ask them to show the number 2 on the number line.	
Lesson 3	Identify and name the number 3.	Number cards, dot markers, number line.	Children to identify and name the number 3. Use dot markers to show the number 3 on the number line.	Check children can identify and name the number 3. Ask them to show the number 3 on the number line.	

Lesson	Objectives	Resources/Equipment	Activities	Assessment/Feedback	Notes
Lesson 4	Identify and name the number 4.	Number cards, dot markers, number line.	Children to identify and name the number 4. Use dot markers to show the number 4 on the number line.	Check children can identify and name the number 4. Ask them to show the number 4 on the number line.	
Lesson 5	Identify and name the number 5.	Number cards, dot markers, number line.	Children to identify and name the number 5. Use dot markers to show the number 5 on the number line.	Check children can identify and name the number 5. Ask them to show the number 5 on the number line.	

Objectives

Children to count objects to match the number.

Resources

Number cards, dot markers, number line.

Activities

Children to count objects to match the number.

Assessment/Feedback

Check children can count objects to match the number.

Identify, name and count.

Match the number to the quantity.

Match the number to the quantity.

1

2

3

4

5

6

Theme planning

Theme Reception planning

Date:		Theme:	
Adult led activity: medium term planning			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:
Enhanced provision activity 1 - Fine motor skills:			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:
			Playing and exploring - Active learning - Creating and thinking critically
Enhanced provision activity 2			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:
			Playing and exploring - Active learning - Creating and thinking critically
Enhanced provision activity 3			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:

1

			Playing and exploring - Active learning - Creating and thinking critically
Enhanced provision activity 4			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:
			Playing and exploring - Active learning - Creating and thinking critically

Enhanced provision activity 5			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:
			Playing and exploring - Active learning - Creating and thinking critically
Enhanced provision activity 6			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:
			Playing and exploring - Active learning

2

			Creating and thinking critically - Playing and exploring - Active learning - Creating and thinking critically
Enhanced provision activity 7			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:
			Playing and exploring - Active learning - Creating and thinking critically
Enhanced provision activity 8			
Activity	Resources	Why? How does it link? Built on previous assessment?	Characteristics of effective learning:
			Playing and exploring - Active learning - Creating and thinking critically

Books:

In preschool, children will have:

1. Phonics books
2. Learning journey
3. Home learning book

In Reception children will have:

1. Writing books
2. Phonics books
3. Maths books
4. Theme book
5. Home learning books

In these books, we will record children's work, quotes of speech, photos and group work.

We will use **seesaw** as an online journal to show children's work and to communicate parents what the children are learning within the classroom environment and to set home learning.

We have whole class books for Music, RE, and PE.



Continuous provision

As well as group work the children will also have access to continuous provision **indoors and outdoors**.

This allows the children to develop what they have learnt and how they use it **independently**.

During **Math's and literacy** the continuous provision will support what we are **learning that week**. For example. If we are learning 1 more /1 less than the activities in continuous provision will be based around this also.

In the **afternoons**, we have a more **free flow approach** where the children can assess other areas of the curriculum connecting to our theme that term.

Teachers and TA's will observe when the children are accessing continuous provision, ask probing questions and develop there learning.

This evidence will go on seesaw.

Here are some examples of continuous provision:



Assessment

We follow The Early Years Foundation Stage is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- Communication and language
- Physical development
- Personal, social and emotional development

The **specific areas are**:

- Literacy
- Mathematic
- Understanding the world
- Expressive arts and design

Characteristics of Effective learning

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things, and ‘have a go’
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We consider the characteristics of effective learning when engaging with the children and planning activities. We highlight on the TBATS in theme lessons which one the children have achieved in that activity. We also have this on our planning to support staff with what to look for / engage in when exploring with the children.

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

We make **regular assessments** of children’s learning, and we use this information to ensure that **future planning reflects identified needs**. Assessment in the Foundation Stage takes the form of **both formal and informal observations, photographic evidence and through planned activities**. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment **data in the Foundation Stage Profile is a statutory requirement**. The teacher keeps progress records and learning journals and records examples of each child’s work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting.

At Finlay Community school we use Insight (online pupil tracker).

- This allows us to record formative and summative assessments from Nursery to Year 6.
- Instantly see how the class or year group is performing against your school's curriculum targets and spot issues.
- Set targets, record interventions, groups and comments.
- Quickly prepare for parents' evening.
- Import pupil information and statutory assessment data directly from your MIS – no need to type everything in again!

At the end of the final term in Reception we send **a summary of these assessments to the LA for analysis**. We share this information too at parental consultation meetings and in the end-of-year report.

Reporting to parents:


Parents are a part of their children's learning in Early Years we involve them by keeping them regularly up to date on themes for the term and knowledge organisers (see next page). They also have access to our online platform seesaw so view their child's profile, where photos and comments are added by staff.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.


Knowledge Organisers





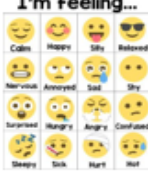



Here are some examples of knowledge organisers used in Early Years for parents support.

These ones are for subject leaders to see how in Early Years is covered in different areas.



Finlay Community School – PSHE knowledge organiser



Overview		Physical Development	Key Vocabulary
<p>-In <u>PSHE</u>, we learn about how to live happy, healthy and confident lives.</p> <p>-There are three core areas of PSHE: Self regulation, managing self and building relationships.</p> <p>-PSHE is also taught in many other subjects, for example in learning about religions, (RE) e-safety (Computing) or being healthy (PE).</p> <p>In EYFS, PSHE learning takes place in the '<u>Personal, Social and Emotional Development</u>', <u>Physical Development</u> and <u>Understanding the World</u>' learning areas.</p> 		<p>Health and self-care.</p> <p>-It is important to stay healthy so that we <u>feel good</u>, and we can live long and happy lives.</p> <p>we can talk about different factors to support this:</p> <ul style="list-style-type: none"> - Regular exercise - Healthy eating - Tooth brushing - Sensible amount of screen time - Good sleep routine - Being a safe pedestrian  	<p>Family</p> <p>Friends</p> <p>Community</p> <p>Tradition</p> <p>Healthy</p> <p>Emotions</p> <p>Safety</p> <p>Behaviour</p> <p>Relationships</p>
Personal, Social and Emotional Development			
	Self-Regulation-	<p>-We all have <u>things in common</u> and things that make us <u>unique</u> (different to everyone else). This is good - it is what makes you, you! Our <u>opinion</u> is what we think about something, and differ to others' opinions.</p> <p>-We all have different <u>likes & dislikes</u>, e.g. we may have different hobbies.</p>	
<p>I'm feeling...</p> 	Managing self	<p>-<u>Emotions</u> are our <u>inner feelings</u>. There are lots of words to describe our emotions</p> <p>-It is important that we understand our emotions, and the <u>emotions of other people</u>.</p> <p>-Our <u>behaviour</u> is the way that we act. Good behaviour means <u>following rules</u>, and <u>treating people and things with kindness and respect</u>.</p> <p style="text-align: center;">We show resilience perseverance in challenges.</p>	
	Building Relationships	<p>-Develop a sense of responsibility and membership of the community.</p> <p style="text-align: center;">It is important to build constructive and respectful relationships.</p> <p>We express how we feel and considers others feelings. See themselves as an individual.</p>	
Understanding the World			
	Past and present	<p>We can:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	
	People, culture and communities	<ul style="list-style-type: none"> - Family are people who are <u>related</u> to one another. - Friends are people who <u>like spending time together</u>. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	
<p>1.Brush your teeth properly 2.Take regular baths or showers. Wash your hair with shampoo and your skin with soap or shower gel. 3.Wash your hands with soap after going to the toilet and before touching food 4.Be clean after using the toilet. 5.Cover your mouth when you cough or sneeze 6.Take good care of your clothes</p>			

Finlay Community School – Art knowledge organiser

Overview

Art and Design

-In Art and Design, we learn to be creative, using our imaginations to show feelings and ideas.

-Art can be anything that we can sense: things we can see, hear, feel, smell, or taste.

-Designing is about thinking up ideas to solve problems and to get the result that we want.

In EYFS, early Art and Design is found in the 'Expressive Arts and Design' learning area.



Being Imaginative

Imagination

Using your imagination is about having new ideas! When using our imaginations, we create things that we find fun and interesting. We can also show different emotions (how we feel) and create new things that are not real.



Designing

When we are designing, we are thinking about ways that we can get a result (a finished piece of work) that we want or need. Some questions that designers might ask: -How can we fix problems in our world? -What things look/sound/feel good together? We should also think about what it is for (purpose) and who will use it.



The Five Senses

Our senses work together to help us to take in what is going on around us. When we create art, we need to think about what it does to each of our senses.

Key Vocabulary

Art

Design

Colour

Texture

Creative

Emotions

Tools

Imagination

Five Senses

Exploring and Using Media and Materials

<p>RED YELLOW ORANGE PINK BLUE GREEN WHITE GREY BLACK</p>	<p>Mixing Colours Sub-Area: Exploring and Using Media and Materials</p>	<p>Colours can be <u>mixed together</u> to make other colours. -The three <u>primary colours</u> are blue, red and yellow.</p> <p>Blue + Yellow = Green Yellow + Red = Orange Red + Blue = Purple Black + White = Grey White + Red = Pink Red + Green = Brown</p> <p>-Adding more or less of colour makes different <u>shades</u>.</p>
	<p>Textures Sub-Area: Exploring and Using Media and Materials</p>	<p>Texture is how something feels to touch. We can use adjectives to describe different textures:</p> <p>Bumpy - Lego Rough - Sandpaper Hard - Wall Fuzzy - Teddy Bear Smooth - Plastic Soft - Pillow Lumpy - Bean Bag Prickly - Thorns Shiny - Car</p> <p><u>Different textures</u> are useful for <u>different products</u>.</p>
	<p>Using Tools Sub-Area: Exploring and Using Media and Materials</p>	<p>Tools are objects that help us to change things. They do many different jobs. Examples of art tools are:</p> <p>Pencils/Pens Paint Brushes Droppers Rollers Scissors Hole Punch Stapler Glue-Stick Eraser</p>

Different Art Forms

	<p>Drawing/Painting</p>	<p>Drawing and painting are types of visual art (art that can be seen). Lines are used to create shapes and objects. By mixing colours, we can create new shades.</p>
	<p>Sculpture</p>	<p>Sculpture is another type of visual art. Sculptures are made using objects (not drawn onto paper). The objects can be cut, carved, stuck or arranged in different ways.</p>
	<p>Music and Dance</p>	<p>Music is a type of art that can be heard - it is about different sounds and sound patterns. Dance is how we can use our bodies to move to music. Dancing can be performed in patterns (dance sequences).</p>
	<p>Photography and Role-Play</p>	<p>Photography allows us to capture the art that we see in the world around us. We can edit the photographs in different ways. Role-play is when we act as another person or character (real or imagined).</p>



Developmental Stages




<p>1. Random scribble</p>	<p>2. Partially Controlled Scribble</p>	<p>3. Controlled Scribble</p>	<p>4. Controlled Scribble</p>	<p>5. 'Tadpoles'</p>	<p>6. 'Head - Feet Symbols'</p>	<p>7. Large Head Partial Stick Man</p>	<p>8. Large Head Stick Man</p>	<p>9. Figure Schema</p>
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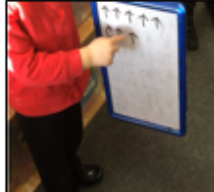
Finlay Community School Reception- Computing knowledge organise



Overview	
Computing	
<p>-In <u>Computing</u>, we learn about computers and modern technology, and how we use them.</p> <p>-Computers and technology are a part of our everyday life, and so it is really important that we are confident with them.</p> <p>-Computing is also important because it teaches us to solve problems and come up with new ideas.</p> <p>Almost all of the early Computing learning can be found in '<u>Understanding the World</u>', one of the 7 EVFS learning areas.</p>	 

Understanding the World		
	Technology in the Classroom Sub-Area: Technology	<p>-When we are in school, technology is all around us!</p> <p>-Explore the items below, and think about:</p> <p>-What does this do? How does it work? What happens when I press...? What can I use this for?</p> <p>Laptop Whiteboard Tablet Electronic Toys Calculator Camera Bee-Bot Voice Recorder</p>
	Technology at Home Sub-Area: Technology	<p>-Technology is also all around us at home!</p> <p>-Using the same questions, explore these devices (safely and with the help of an adult):</p> <p>Phone Television Hoover Toys Music Player DVD Player Thermostat</p>
	The Seasons - Sub-Area: The World	<p>-The weather changes at different times in the year.</p> <p>-The four seasons are winter, spring, summer and autumn. It is coldest in the winter and warm in summer.</p> <p>-We can see different plants and animals in the different seasons.</p>

Understanding the World (cont.)		Key Vocabulary
<p>Hardware - Sub-Area: Technology</p> <p>-Hardware is the name for the parts of a computer that we can see and touch. Hardware helps us to work computers. Examples of hardware include the mouse, keyboard, memory stick and monitor.</p>		Computer
<p>Programs - Sub-Area: Technology</p> <p>-A computer program makes a computer do different things.</p> <p>-Computer programs give computers instructions.</p> <p>-Examples include video games, Word, PowerPoint and your internet explorer (e.g. Google).</p>		Technology
<p>Recording and Playback Devices - Sub-Area: Technology</p> <p>-Recording devices capture moments and sounds, which can then be played back. Examples include video cameras and voice recorders.</p> <p>-Playback devices allow us to hear music after it is played. Examples include CD and DVD players, computers, televisions and smart phones/ tablets.</p>		Keyboard
		Camera
		Toy
		Recording
		Mouse
		Program
		Hardware
		Coding

Basic Coding	
	<p>-Coding is when we give <u>instructions to a computer to do a task</u>.</p> <p>-When coding we have to use a language that the <u>computer can understand</u>. This is called <u>code</u>.</p>
	<p>-We can use coding to get <u>Beebots</u> to do basic tasks (e.g. move forwards, backwards or to the side).</p> <p>-We can also use <u>Human Beebots</u> (our friends!) and make up <u>codes</u> for them to follow!</p>
	

Health and Safety

Make sure an adult is with you when you use technology.

Only adults should handle switches, wires and batteries.

Keep food and drinks away from computers.

Make sure that you are seated properly when using a computer.

Make sure that adults can always see your screen.



Do not talk to strangers when online.


Keep computers away from table edges.






Finlay Community School – Reception – D & T knowledge organiser



Overview	
<p>Design and Technology</p> <p>-In <u>Design and Technology</u>, we look at the ways that things work and the jobs that they do.</p> <p>-We learn to <u>research</u>, <u>design</u> and <u>make products</u>.</p> <p>-Learning about <u>Food and Nutrition</u> is also a part of D+T.</p> <p>In <u>EYFS</u>, early Design and Technology content is found in the following areas of learning:</p> <ul style="list-style-type: none"> -Expressive Arts and Design -Understanding the World -Physical Development 	 

Understanding the World	
<p>Technology Sub-Area: Technology</p> <p>-In order to make toys and real-world objects work, there are often different parts that you need to push, pull, twist or turn.</p> <p><u>Technological Toys</u></p> <p>-Technological toys are toys that use modern science in order to work, e.g. smart phones, cameras, tablets and computers. These toys can work in different ways, e.g. by typing letters on keys on computer, or pressing a button to make a camera take a picture.</p>  <p><u>Knobs, Handles and Pulleys</u></p> <p><u>Knobs</u>: A sticky out part of a product, that is normally round. Examples include <u>door-knobs</u>, <u>drawer-knobs</u> or <u>volume dials on radios</u>.</p> <p><u>Handles</u>: A part of a product made for a hand to hold. Examples include <u>scissors</u>, <u>door handles</u>, and the part that you hold on an <u>Xbox controller!</u></p> <p><u>Pulleys</u>: A part of a product that has a rope or chain that runs around a wheel, helping us to lift or move things, e.g. a <u>flagpoles</u> or <u>elevators</u>.</p>	<p>Key Vocabulary</p> <p>Product</p> <p>Technology</p> <p>Colour</p> <p>Texture</p> <p>Scissors</p> <p>Tools</p> <p>Imagination</p> <p>Knob</p> <p>Pulley</p>

Expressive Arts and Design		
	<p>Mixing Colours</p> <p>Sub-Area: Exploring and Using Media and Materials</p>	<p>Colours can be <u>mixed together</u> to make other colours.</p> <p>-The three <u>primary colours</u> are <u>blue</u>, <u>red</u> and <u>yellow</u>.</p> <p>Blue + Yellow = Green Yellow + Red = Orange</p> <p>Red + Blue = Purple Black + White = Grey</p> <p>White + Red = Pink Red + Green = Brown</p> <p>-Adding more or less of <u>colours</u> makes different <u>shades</u>.</p>
	<p>Textures</p> <p>Sub-Area: Exploring and Using Media and Materials</p>	<p>Texture is how something feels to touch.</p> <p>We can use adjectives to describe different textures:</p> <p>Bumpy - Lego Rough - Sandpaper Hard - Wall</p> <p>Fuzzy - Teddy Bear Smooth - Plastic Soft - Pillow</p> <p>Lumpy - Bean Bag Prickly - Thorns Shiny - Car</p> <p><u>Different textures</u> are useful for <u>different products</u>.</p>
	<p>Using Your Imagination!</p> <p>Sub-Area: Being Imaginative</p>	<p>Using your <u>imagination</u> is about having new ideas!</p> <p>-How can we <u>fix problems</u> in our world?</p> <p>-What things <u>look/sound/feel good together</u>?</p> <p>-What makes things <u>fun and interesting</u>?</p> <p>Think about what it is for (<u>purpose</u>) and who will use it.</p>

Physical Development		
	<p>Using Scissors</p> <p>Sub-Area: Moving and Handling</p>	<p><u>Scissors</u> are a type of cutting tool.</p> <p>-They can <u>be</u> used to cut things like card and paper.</p> <p>-To hold scissors, put your <u>thumb in the front hole</u>.</p> <p>-Put your <u>index and middle fingers in the back hole</u>.</p> <p>-Other fingers support on the outside.</p> <p>-When you bring your <u>fingers apart</u>, the <u>scissors open</u>.</p> <p>-When fingers are brought together, the <u>scissors close</u>.</p> <p>-Learn the <u>Health and Safety rules</u> for scissors below.</p>
	<p>Using Simple Tools</p> <p>Sub-Area: Moving and Handling</p>	<p>Tools are objects that help us to change things. They do many different jobs. Some examples of tools are:</p> <p><u>Arts and crafts</u>: pencil, felt tips, paint brush, eraser</p> <p><u>Cooking</u>: wooden spoon, spatula, peeler, rolling pin</p> <p><u>Gardening</u>: shovel, rake, watering can, trowel</p>



Health and Safety




- | | | | | | | | | |
|--|--|--|--|---|---|---|--|---|
| -Always walk slowly when carrying scissors around. | -Hold the blade down when walking with scissors. | -Pass scissors handle first to others. | -Sit down when cutting using scissors. | -Keep working areas tidy and put things away where they belong. | -Wear an apron and safety goggles where needed. | -Always walk around the workspace, never run. | -Make sure that you wash your hands, and tie back long hair. | Let the teacher know when something has been spilled. |
|--|--|--|--|---|---|---|--|---|







Finlay Community School - Reception - Geography knowledge organiser

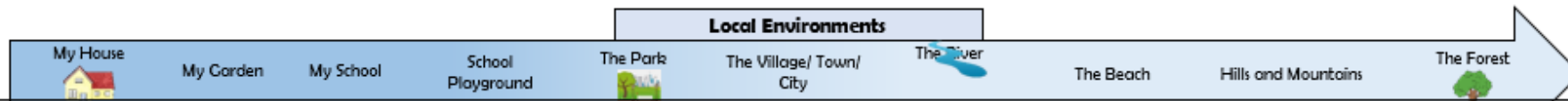


Overview	
Geography	
<p>-In <u>Geography</u>, we learn about the Earth and its people.</p> <p>-We look at the different natural things that are found on Earth, for example rivers and mountains.</p> <p>-We also look at how people live in different parts of the world.</p> <p>In EVFS, we learn about the world and the people around us, (our 'familiar world')</p> <p>Almost all of the early Geography learning can be found in '<u>Understanding the World</u>', one of the 7 learning areas.</p>	
 	

Understanding the World		
	<p>Living Things - Animals Sub-Area: The World</p>	<p>-Animals are living things.</p> <p>-Animals get their food by eating plants or other animals. Animals can be big like elephants, or small like mice. We humans are animals!</p> <p><u>Some animals you may see around you</u></p> <p>Cats Dogs Rabbits Lizards Bees Flies Cows Horses Sheep Pigs Goats Chickens Pigeons Worms Beetles Badgers</p>
	<p>Living Things - Plants Sub-Area: The World</p>	<p>-Plants are also living things.</p> <p>-Most plants do not eat other plants or animals for food. Plants can be big like trees, or small like weeds.</p> <p><u>Some plants that you may see around you:</u></p> <p>-Grass -Weeds -Trees -Bushes -Flowers -Stinging Nettles -Dandelions -Daisies</p>
	<p>The Seasons - Sub-Area: The World</p>	<p>-The weather changes at different times in the year.</p> <p>-The four seasons are winter, spring, summer and autumn. It is coldest in the winter and warm in summer.</p> <p>-We can see different plants and animals in the different seasons.</p>

Understanding the World		Key Vocabulary
<p><u>Our World</u></p> <p>-Our world is a <u>planet</u> called <u>Earth</u>. It is one of a number of planets that go around the <u>Sun</u>.</p> <p>-On Earth, there are many different <u>countries</u>. In each country, there are <u>cities, towns and villages</u>.</p> <p>-Which country do you live in? Which town/city?</p>		<p>The World</p> <p>Earth</p> <p>People/ Humans</p> <p>Animals</p> <p>Plants</p> <p>Nature</p> <p>Man-made</p> <p>Environment</p> <p>Community</p> <p>Tradition</p>
<p><u>Natural and Man-Made</u></p> <p>-Humans share the planet with lots of other things, including plants and animals, mountains, rivers, and oceans. None of these things are made by people. They are a part of <u>nature</u> - they are <u>natural</u>.</p> <p>-There are also things that <u>people have made</u> in the world (<u>man-made</u>). Examples include buildings, cars, benches, tables, televisions, and toys!</p>		
<p><u>Changes over Time</u></p> <p>-Humans go through life stages: baby, toddler, child, <u>teenager</u>, adult and old people.</p> <p>-Other things change over time too. For example, they can grow, shrink, decay and die.</p>		

Extended Learning		
	<p>Communities & Traditions Sub-Area: People and Communities</p>	<p>-A <u>community</u> is a group of people who live in a particular place or have something in common.</p> <p>-E.g. all of the teachers, parents and children at your school make up your <u>school community</u>.</p> <p>-Your town or village is your <u>local community</u>.</p> <p>-A <u>tradition</u> is something that people in a group or community do, that has been passed down over time.</p> <p>-E.g. eating certain foods, wearing certain clothes.</p>
	<p>Environments Sub-Area: The World</p>	<p>-<u>Environments</u> are our surroundings.</p> <p>-Different people, plants and animals like to live in different environments.</p> <p>-Some examples of <u>natural environments</u> are: garden, forest, beach, desert, rainforest, polar or mountain.</p>





Finlay Community School – Reception – History knowledge organise



Overview


History

-In History, we look at things that have happened in the past.

We look at the things humans have done in the past, to try and help us understand the present, and what may happen in the future.


In EVFS, we learn about the past and present through looking at our lives and the lives of family and friends.

Almost all of the early History learning can be found in 'Understanding the World', one of the 7 learning areas.




Understanding the World – The World


Our World
 -Our world is a planet called Earth. It is one of a number of planets that go around the Sun.
 -On Earth, there are many different countries. In each country, there are cities, towns and villages.
 -Which country do you live in? Which town/city?



Nature and Objects
 -Humans share the planet with lots of other living things, including plants and animals.
 -Animals and plants live in many different ways.
 -There are also things that people have made in the world, for example buildings and cars.






Changes over Time
 -Humans go through life stages: baby, toddler, child, teenager, adult and old people.
 -Other things change over time too. For example, they can grow, shrink, decay and die.





Key Vocabulary

- History
- Past
- Present
- Future
- Time
- Family
- Friends
- Earth
- Community
- Environment

Understanding the World – People and Communities

	<p>Family and Friends Sub-Area: People and Communities:</p>	<p>-Family are people who are <u>related</u> to one another. -Friends are people who <u>like spending time together</u>.</p> <p style="text-align: center;">Family members include: Mother/Mum Father/Dad Parent Sister Brother Grandmother/Nana Grandfather/Papa Auntie Stepmother/father/sister/brother Uncle Cousin</p>
	<p>Experiences Sub-Area: People and Communities:</p>	<p>-An <u>experience</u> is something that happens to us in our lives. Important experiences are called <u>life events</u>.</p> <p style="text-align: center;">Life events may include: -Birthday -Starting school -Birth of brother/sister -Wedding -Christening -Achievements/ success!</p>
	<p>Ways of Life & Occupations Sub-Area: People and Communities:</p>	<p>-We <u>share some things</u> with other people. Some things make us <u>unique</u> (different to everyone else). -A <u>way of life</u> is how you choose to spend your time. -An <u>occupation</u> is a job – what you do for work. -Occupations include: teacher, policeman, chef, etc.</p>

Extended Learning

	<p>Communities & Traditions Sub-Area: People and Communities:</p>	<p>-A <u>community</u> is a group of people who live in a particular place or have something in common. -E.g. all of the teachers, parents and children at your school make up your <u>school community</u>. -Your town or village is your <u>local community</u>. -A <u>tradition</u> is something that people in a group or community do, that has been passed down over time. -E.g. eating certain foods, wearing certain clothes.</p>
	<p>Environments Sub-Area: The World</p>	<p>-<u>Environments</u> are our surroundings. -Different people, plants and animals like to live in different environments. -Some examples of <u>natural environments</u> are: garden, forest, beach, desert, rainforest, polar or mountain.</p>

Time and Chronology




-THE PAST: Birth of grandparents	-THE PAST: Birth of parents	-THE PAST: When I was a baby	-THE PAST: What I did last week	-THE PAST: What I did earlier today	-THE PRESENT: What I am doing right now	THE FUTURE: What I will do later today	THE FUTURE: What I will do next week	THE FUTURE: What I will do when I am a grown up	THE FUTURE: What I will do when I am an old person
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Finlay Community School - Reception - Music knowledge organiser










Overview	
Music	
<p>-In <u>Music</u>, we learn to be creative with sounds, using our imaginations to show feelings and ideas.</p> <p>-Music is about putting sounds together to create <u>melodies, rhythms</u> and <u>harmonies</u>.</p> <p>- Music can be made using vocal (our voices) and instrumental (using instruments) sounds.</p> <p>In <u>EYFS</u>, early Music is found in the 'Expressive Arts and Design' and 'Understanding the World' learning areas.</p>	

Exploring and Using Media and Materials (a part of 'Expressive Arts and Design')		
	<p>Familiar Songs Sub-Area: Exploring and Using Media and Materials</p>	<p><u>Familiar songs</u> are songs we <u>know well</u>. They include:</p> <p>Nursery Rhymes Happy Birthday Song Hymns Christmas Carols Theme Tunes Simple Pop Songs</p>
	<p>Instruments Sub-Area: Exploring and Using Media and Materials</p>	<p><u>Musical instruments</u> are objects that are used to make <u>music</u>. Musical instruments can be made out of many objects, e.g. spoons, pans, tumblers and boxes.</p> <p>Drums Xylophone Maracas Triangle Symbols Tambourine Guitar Piano Keyboard Harp Violin Recorder Harmonica Bell Trumpet</p> <p>Try to identify these instruments in music that you hear.</p>
	<p>Using Basic Instruments Sub-Area: Exploring and Using Media and Materials</p>	<p>We should know how to hold/use different instruments correctly (e.g. percussion instruments/ xylophone).</p> <p>Using basic instruments, we can explore by:</p> <ul style="list-style-type: none"> Investigating the different sounds they make; Playing along to the beat of music; Tapping out simple rhythms; Changing the tempo (slow/fast), volume (loud/quiet) and pitch (high/low).

Being Imaginative (a part of 'Expressive Arts and Design')		Key Vocabulary
<p><u>Imagination</u></p> <p>-Using your imagination is about having new ideas!</p> <p>-When using our imaginations, we create music that we find fun, new and interesting. We can also show emotions (how we feel). We can create music to copy familiar sounds and make new sounds.</p>		
<p><u>Singing</u></p> <p>-Singing <u>uses our voices to make music</u>.</p> <p>-When singing, we can change the <u>pitch (high/low)</u> of our voice. We can also change the <u>volume (loud/quiet)</u> of our voice. We can create our own songs and tunes using the above (and sometimes <u>rhyming</u>).</p>		
<p><u>Dancing and Moving</u></p> <p>-When we dance, we <u>use our bodies to move to the sound of music</u>.</p> <p>-We can move some parts of our bodies to create sounds along to the beat, for example <u>stamping our feet</u> and <u>clapping our hands</u>.</p> <p>-We can repeat some movements in a pattern, in order to create <u>dance sequences</u>. We can also dance to <u>show emotions and copy movements</u>.</p>		
		<p>Music</p> <p>Pulse/Beat</p> <p>Voice</p> <p>Instrument</p> <p>Rhythm</p> <p>Singing</p> <p>Dancing</p> <p>Recording</p> <p>Pitch</p> <p>Volume</p> <p>Tempo</p>

Technology (a part of 'Understanding the World')		
	Performing	-Performing devices help us to perform and <u>create music</u> . Examples include microphones, speakers, and computer/tablet applications.
	Recording	-Recording devices <u>capture the sounds</u> that we make, which can then be played back. Examples include voice recorders and phone/video recorders.
	Playback	-Playback devices allow us to <u>hear music after it is played</u> . Examples include CD and DVD players, computers, televisions and smart phones/ tablets.



Basic Dance Movements




Clap 	Sway 	Crouch Down 	Stretch Up 	Click 	Spin 	March 	Creep 
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Finlay Community School – Reception – PE knowledge organiser



Overview	
<p align="center">Physical Education</p> <p>-In <u>Physical Education</u>, we learn about and take part in <u>physical activities</u> and <u>sports</u>.</p> <p>-'Physical' means <u>things</u> we do with our bodies.</p> <p>-PE helps us to stay <u>physically fit and healthy</u>, and teaches us <u>how to play different sports</u>.</p> <p>In <u>EYFES</u>, early PE knowledge is based within the '<u>Physical Development</u>' and '<u>Expressive Arts and Design</u>' learning areas.</p>	
	
	

Physical Development		
 <p>Basic Movements Sub-Area: Moving and Handling</p>	<p>-In PE, we learn to <u>move</u> in lots of different ways (see the <u>movements</u> at the bottom of the page).</p> <p>-We can move <u>over</u>, <u>under</u>, <u>around</u>, and <u>through</u> things.</p> <p>-When climbing <u>up</u> stairs, steps or climbing equipment, we need to <u>alternate feet</u> (change which foot leads)</p> <p>-When moving down stairs, steps or climbing equipment, we can still put <u>two feet</u> on a <u>step</u>.</p>	
 <p>Using Equipment Sub-Area: Moving and Handling</p>	<p>-<u>Sports Equipment</u>: the things that we play sports with. Different equipment is used for different sports.</p> <p>-You should learn <u>which sport</u> the equipment is for, and <u>what it is used for</u>. You should be beginning to learn how to <u>use each piece of equipment properly</u>.</p> <p>Football Tennis Ball Basketball Hockey Stick Tennis Racquet Golf Club Hula Hoop Whistle Skipping Rope Bean Bag Net Posts Flags</p>	
 <p>Running and Jumping Sub-Area: Moving and Handling</p>	<p>-When we are <u>running</u>, we can change <u>speed</u> (<u>how fast we run</u>) and <u>direction</u> (<u>where we run to</u>). This helps us to stay in space and to make sure that we don't crash!</p> <p>When we are jumping, we should bend our knees for extra height! We should land on both feet, and bend our knees to cushion the fall.</p>	

Physical Development	Key Vocabulary
<p>Healthy Living Sub-Area: Health and Self-Care</p> <p>-It is important to stay healthy so that we <u>feel good</u>, and we can live long and happy lives.</p> <p>-One way to stay fit and healthy is to <u>eat healthy foods</u>, for example fruit (e.g. apples, grapes, strawberries) and vegetables (e.g. carrots, lettuce, sweetcorn)</p> <p>-Another way to stay fit and healthy is to <u>exercise</u>, e.g. running, playing sports, cycling or swimming.</p> <p>-It is also important to make sure that we get enough sleep (10-12 hours for 4-5 year olds) and that we are hygienic (see below).</p> <p>Safety Sub-Area: Health and Self-Care</p> <p>-<u>Safety</u> is about protecting ourselves from <u>danger</u> or <u>harm</u>.</p> <p>-It is important that we always think about the <u>risks</u> of the things that we do. We should take action to make the risks smaller, if we can. We should <u>avoid</u> things if they are too risky.</p>	<p>Physical</p> <p>Sport</p> <p>Healthy</p> <p>Exercise</p> <p>Run</p> <p>Jump</p> <p>Movement</p> <p>Safety</p> <p>Dance</p>


Expressive Arts and Design		
 <p>Using Your Imagination Sub-Area: Being Imaginative</p>	<p>-Using your imagination is about having new ideas!</p> <p>-When using our imaginations, we can make things that are fun, new and interesting. We can also <u>show emotions</u> (feelings) and <u>copy movements</u> (e.g. a cat, a box).</p> <p>-In PE, our imagination can help us to create interesting dances, think up new games and sports, and find new ways to exercise.</p>	
 <p>Dancing and Moving Sub-Area: Being Imaginative</p>	<p>-When we dance, we <u>use our bodies</u> to <u>move to the sound of music</u>.</p> <p>-We can move some parts of our bodies to create sounds along to the beat, for example <u>stamping our feet</u> and <u>clapping our hands</u>.</p> <p>-We can repeat some movements in a pattern, in order to create <u>dance sequences</u>. We can also dance to <u>show emotions</u> and <u>copy movements</u>.</p>	




Movements															
Running		Crawling		Jumping		Shuffling		Skipping		Hopping		Rolling		Sliding	




Finlay Community School – Reception – R.E knowledge organiser



Overview	
Religious Education	
-In Religious Education, we learn about the different religions around the world.	
-Religions are made up of ideas that a group of people believe in.	
-Religious Education helps us to <u>make sense of the world</u> and the <u>different things and people that are in it.</u>	
In EYFS, R.E. is based within 'Personal and Social Development' and 'Understanding the World' learning areas.	

Understanding the World – People and Communities	
	<p>Past and present</p> <p>-A <u>way of life</u> is how you choose to spend your time.</p> <p>-Different people around the world (including those from different religions) have different ways of life. Parts of your way in life may include your rituals (habits) – e.g. eating, celebrating, praying, dressing.</p>
	<p>People, culture and community</p> <p>-A <u>community</u> is a group of people who live in a particular place or have something in common.</p> <p>-E.g. all of the teachers, parents and children at your school make up your <u>school community</u>.</p> <p>-People of the same religion are a <u>religious community</u>.</p> <p>-A <u>tradition</u> is something that people in a group or community do, that has been passed down over time.</p> <p>-E.g. eating certain foods, wearing certain clothes.</p> <p>-Your traditions may be a part of your religion.</p>
	<p>People, culture and community</p> <p>There are many different events that we celebrate through the year. Some of these are a part of religions.</p> <p>Birthdays Weddings Christmas Eid Diwali Holi Funerals Christening Anniversary Easter</p>

Personal and Social Development	
<p>Self-Regulation</p> <p>We all have things <u>in common</u> and things that make us <u>unique</u> (different to everyone else). This is good - it is what makes you, you! Our <u>opinion</u> is what we think about something, and differ to others' opinions.</p> <p>We all have different <u>likes & dislikes</u>, e.g. we may have different hobbies.</p> <p>Managing self</p> <p><u>Emotions</u> are our <u>inner feelings</u>. There are lots of words to describe our emotions</p> <p>-It is important that we understand our emotions, and the <u>emotions of other people</u>.</p> <p>-Our <u>behaviour</u> is the way that we act. Good <u>behaviour</u> means <u>following rules</u>, and <u>treating people and things with kindness and respect</u>.</p> <p>We show resilience/perseverance in challenges.</p> <p>Building Relationships</p> <p>Develop a sense of responsibility and membership of the community.</p> <p>It is important to build constructive and respectful relationships.</p> <p>We express how we feel and considers others feelings.</p> <p>See themselves as an individual.</p>	<p>Key Vocabulary</p> <p>Religion</p> <p>Community</p> <p>Tradition</p> <p>Way of Life</p> <p>Unique</p> <p>Emotions</p> <p><u>Behaviour</u></p> <p>Relationships</p>



Understanding the World – The World	
	<p>The Natural world</p> <ul style="list-style-type: none"> - Explore the natural environment around us - make observations, drawings and pictures of plants and animals. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter




Key Questions			
Where do you live?	What makes you similar/different to other people?	How is your life similar/different to other people?	What do you think good <u>behaviour</u> is?
Who are you close to?	What traditions do you have?	What celebrations do you have?	Describe your way of life









Finlay Community School – Reception – Science knowledge organiser



Overview	
Science	
<p>- <u>In Science</u>, we look at the world around us. <u>Scientists</u> try to find out how and why things happen.</p> <p>- Scientists learn about their subject by <u>observing</u> (looking at things) and <u>experimenting</u> (testing things).</p> <p>Early Science learning is found in the following EYF5 areas of learning:</p> <ul style="list-style-type: none"> -Understanding the World -Expressive Arts and Design -Physical Development 	 

Understanding the World		
	People, culture and community	<p>-On Earth, there are many different <u>countries</u>. In each country, there are <u>cities, towns and villages</u>.</p> <p>-<u>explore</u> the world around them - Which country do you live in? Which town/city?</p>
	Natural and Man-Made Sub-Area: The World	<p>-Humans share the planet with lots of other things, including <u>plants and animals, mountains, rivers, and oceans</u>. None of these things are made by people. They are a part of nature – they are natural.</p> <p>-There are also things that people have made in the world (<u>man-made</u>), e.g. buildings, cars, TVs and toys!</p>
	The Seasons - Sub-Area: The World	<p>-There are <u>12 months in a year</u>. (January-December).</p> <p>-The weather changes at different times in the year.</p> <p>-The four seasons are <u>winter, spring, summer and autumn</u>. It is <u>coldest in the winter</u> and <u>warm in summer</u>.</p> <p>-Many things are <u>born in spring</u>. We can see different plants and animals in the different seasons.</p>

Understanding the World (cont.)		Key Vocabulary	
	Living Things - Animals Sub-Area: The World		<p>-<u>Animals are living things</u>. Animals get their food by eating plants or other animals. We are animals!</p> <p>Some animals you may see around you</p> <p>Cats Dogs Rabbits Lizards Bees Flies Cows Horses Sheep Pigs Goats Chickens Pigeons Worms Badgers</p>
	Living Things - Plants Sub-Area: The World		<p>-<u>Plants are also living things</u>.</p> <p>-Most plants do not eat other plants or animals for food. Plants can be big like trees, or small like weeds. Some plants that you may see around you:</p> <p>Crass Weeds Trees Bushes Flowers Stinging Nettles Dandelions</p>
	Environments Sub-Area: The World		<p>-<u>Environments are our surroundings</u>.</p> <p>-Some examples of natural environments are: garden, forest, beach, desert, rainforest, polar or mountain.</p>
		<p>Scientist</p> <p>Experiment</p> <p>Earth</p> <p>Natural/Man-Made</p> <p>Season</p> <p>Animal</p> <p>Plant</p> <p>Environment</p> <p>Healthy</p> <p>Texture</p>	

Physical Development		
	Using Simple Tools Sub-Area: Moving and Handling	<p>Tools are objects that help us to <u>make changes to things</u>.</p> <p>Some examples of science tools we can use are:</p> <p>Pencil Ruler Measuring Jug Test Tube Dropper Tongs Thermometer Tape Magnifying Glass</p>
	Healthy Living Sub-Area: Health and Self-Care	<p>-One way to stay <u>fit and healthy</u> is to eat <u>healthy foods</u>, for example fruit (e.g. apples, grapes, strawberries) and vegetables (e.g. carrots, lettuce, sweetcorn)</p> <p>-Another way to stay fit and healthy is to <u>exercise</u>, e.g. running, playing sports, cycling or swimming.</p>
Expressive Arts and Design		
	Textures Sub-Area: Exploring and Using Media and Materials	<p>Texture is how something feels to touch.</p> <p>We can use adjectives to describe different textures:</p> <p>Bumpy - Lego Rough - Sandpaper Hard - Wall Fuzzy - Teddy Bear Smooth - Plastic Soft - Pillow Lumpy - Bean Bag Prickly - Thorns Shiny - Car</p>



Interventions

In early years we also complete interventions, this can be to support many different things some examples are:

- Fine motor skills
- SALT targets
- Name writing
- Letter formation
- Number work

These can be complete any time throughout the day. If a child is having additional support then they will be placed on a my plan or a my plan plus in line with our SEND policy.

Talk boost

Talk Boost KS1 is a targeted programme for 4-7 year old children that need help with talking and understanding words, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 – 18 months after a ten week intervention.

Children who are selected to take part in the programme will attend three sessions per week in small groups, each lasting 30-40 minutes delivered by the teaching assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the teacher will run a weekly whole-class activity and there are activities that can be practiced at home.

Read Write Inc – fast track / Pinny time. (Phonics interventions)

For our lowest 20% of children in Reception we use Read Write Inc pinny time.

Pinny time **helps children practise reading the sounds taught so far speedily**. It is quick and easy to get going, to make sure children 'keep up, not catch up'. Each teacher/TA should have their own apron or 'pinny' with pockets containing a set of Speed Sounds Cards.

As the children progress in Read Write Inc they may move onto 1:1 tutoring to ensure children are keeping up. This is a short phonics lesson 1:1 with an adult focusing on the child's gap.