

# The Willows Primary School and Nursery Reception Curriculum

## Reception Curriculum Map 2023-2024

Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	All About Me	Lights and Festivals	When I grow up..	The world around us.	Far, far away.	Making Waves
<b>Rationale behind topic</b>	All about me is a topic that enables us the freedom to get to know our classes. The topic is very open to exploring the children's own personal interests whilst we develop the rapport we have with them. Through this topic we will get to know the children's likes/ dislikes, all about their families and give them the opportunity to really settle into Reception.	Lights and festivals captures the many religious and historical events that are marked in the second Autumn term, whilst also enabling us to explore the changes of the season. The children will begin to notice the nights getting darker earlier and we can focus on this with them through carefully planned stories. It is a great way to begin early RE, UTW and PSHE skills that the children will need to cover and gives us the freedom to incorporate our Christmas play.	When I grow up is a great topic to explore the roles of people within our society meeting the UTW criteria. It also enables us to look at a variety of professions including dentists which will support the requirement to teach oral hygiene in the early years.	The spring weather and season allows us to explore a range of science opportunities. Through the top of The World Around Us. The children in Reception will be able to learn about life cycles, will learn how to care for plants and animals alike and they will be able to make observations on the noticeable changes of our natural world.	Far, far away is a great topic to encourage early story writing skills with our children. By drawing upon familiar and well liked stories, the children will use their confidence of verbally retelling them to support their early story writing skills. This topic will support the language development of the children and will enable them to meet many of the CL and L objectives.	Making waves is a topic that will enable the children to explore the two most exciting parts of summer. Sand and water. The children will be able to make the most of the outdoor weather during this term and this topic really enables that. The children will learn how to make their own pirate maps and will be beginning transitional activities for their move to year 1.
<b>Focus text &amp; Key stories.</b>	<ul style="list-style-type: none"> <li>Pete the Cat- Rocking in my School Shoes</li> <li>The colour monster</li> </ul>	<ul style="list-style-type: none"> <li>Room on the broom</li> <li>Percy the Park Keeper</li> <li>Funny Bones</li> <li>Owl Babies</li> <li>Stickman</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction people who help us books.</li> <li>Topsy and Tim books.</li> <li>Zog and The Flying Doctors.</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the beanstalk</li> <li>Jaspers beanstalk</li> <li>The hungry caterpillar</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man</li> <li>The Three Billy Goats Gruff</li> <li>Goldilocks and the Three Bears.</li> </ul>	<ul style="list-style-type: none"> <li>The singing mermaid</li> <li>The snail and the whale</li> <li>Pirates love underpants.</li> <li>Sharing a shell</li> </ul>

# The Willows Primary School and Nursery Reception Curriculum

		<ul style="list-style-type: none"> <li>• Christmas story.</li> <li>• Non-fiction festivals books.</li> </ul>	<ul style="list-style-type: none"> <li>• Cops and Robbers.</li> <li>• Looking at historical figures e.g Florence Nightingale/ Mary Seacole.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red Hen/ Rosie's walk.</li> </ul>	<ul style="list-style-type: none"> <li>• We're going on a bear hunt</li> <li>• The Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>• Tiddler</li> <li>• What the ladybird heard at the seaside.</li> <li>• The Rainbow fish.</li> </ul>
<b>Enrichment/ Visits</b>	<ul style="list-style-type: none"> <li>• Settling in to school <i>Link to PSHE and settling into school</i></li> <li>• <b>Autumn Walks</b> <i>Enabling children to explore their surroundings and school grounds</i></li> <li>• Cooking <i>Linking to physical development and communication and language</i></li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Nativity <i>Partnership with Parents, communication and language and PSE development</i></li> <li>• <b>Church- Wedding Ceremony/Baptism service.</b> <i>Link to topic, RE, PSE and communication and Language</i></li> <li>• <b>Christingle Service at the Church</b> <i>Link to topic, RE, PSE and communication and Language</i></li> <li>• Cooking <i>Following instructions, listening skills, physical development</i></li> </ul>	<ul style="list-style-type: none"> <li>• Fire Engine to visit school and children to ask questions to the firemen. <i>Link to topic, exploring new questioning skills, listening and developing UTW</i></li> <li>• Dentist visit- Oral Hygiene Talk <i>Developing communication and language skills, links to oral health ELG, exploring UTW</i></li> <li>• Cooking <i>Physical development, expressive arts and design, communication and Language</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chicks within class</b> <i>UTW links, communication and language, questioning, PSE- caring for others</i></li> <li>• <b>Butterflies within class</b> <i>Life cycles, PSE, UTW, communication and language</i></li> <li>• <b>Gemma's Farm visit</b> <i>UTW, communication and language</i></li> <li>• Cooking <i>Following two part instructions, physical development, listening skills</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Gruffalo Trail trip</b> <i>PSE, listening skills, expressive arts and design, UTW</i></li> <li>• Cooking <i>Communication and Language, Expressive arts and design</i></li> <li>• Transition to year 1 begins <i>Literacy, Maths, Physical Development Focus</i></li> </ul>	<ul style="list-style-type: none"> <li>• End of year- Pirate party. <i>Expressive arts and design, listening skills, PSE</i></li> <li>• Cooking <i>Exploring all skills previously learnt</i></li> <li>• Securing development for transition to year 1. <i>All areas of development- focus on year one objectives to ensure children are moving to year one with the correct knowledge.</i></li> </ul>
<b>Ideas and Lines of Enquiry</b>	<ul style="list-style-type: none"> <li>• Settling in <i>Exploring the new environment, meeting new friends and adults.</i></li> <li>• All about me <i>How do I feel about being at school, what am I looking forward to? What am I worried about?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week (odd socks day) <i>Children to learn what bullying is, and how it can affect others around them</i></li> <li>• Kindness day <i>Learning how and what it is to be kind and caring</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children's mental health week <i>How we can control our emotions, and how we can be happy in our environment</i></li> <li>• Safer internet day. <i>How to be safe online, and what things we</i></li> </ul>	<ul style="list-style-type: none"> <li>• Science week <i>Links to understanding the world, learning about different experiments and difference between a solid and liquid</i></li> <li>• Weather <i>What different weathers are there, what seasons</i></li> </ul>	<ul style="list-style-type: none"> <li>• HRSE meetings/ info sent out <i>PSE link, teaching children the correct vocabulary</i></li> <li>• HRSE three lessons (Christopher Winter's scheme)</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise week <i>Teach children about money, earnings and how much money we make</i></li> <li>• Summer <i>Learning about the seasons, how summer is different to winter and the other seasons. Links to the weather</i></li> </ul>

# The Willows Primary School and Nursery Reception Curriculum

	<ul style="list-style-type: none"> <li>• <b>Well-being survey</b> <i>All children to complete, to gain an insight into how everyone is feeling about school.</i></li> <li>• <b>Democracy day</b> <i>Thinking about how we can all have our own say and vote for our own views.</i></li> <li>• <b>Black history month</b> <i>Learning about the history, including Rosa Parks</i></li> </ul>	<p><i>towards other, learning how our actions can affect others</i></p> <ul style="list-style-type: none"> <li>• <b>Children in need</b> <i>Charity day, learning about children around us and how everyone has a different story</i></li> <li>• <b>Bonfire Night</b> <i>Learning about the history of bonfire night and guy Fawkes</i></li> <li>• <b>Remembrance Day</b> <i>Learning about the war, soldiers, poppies and why we remember the fallen</i></li> <li>• <b>St Andrews Day</b> <i>Learning about Scottish traditions, kilts, flags, highlands</i></li> <li>• <b>Christmas</b> <i>Christmas story, religious beliefs and traditions, celebrations and decorations</i></li> </ul>	<p><i>should be playing and looking at</i></p> <ul style="list-style-type: none"> <li>• <b>Oral Hygiene</b> <i>focus- dentist visit and keeping healthy curriculum links</i></li> <li>• <b>St David's Day</b> <i>Learning about wales, and welsh traditions</i></li> <li>• <b>Chinese New Year</b> <i>Learning about Chinese new year traditions, different animals, story of the dragon</i></li> </ul>	<p><i>do different weathers happen in?</i></p> <ul style="list-style-type: none"> <li>• <b>Lifecycles</b> <i>How do plants and animals grow? What different stages of a life cycle are there?</i></li> <li>• <b>Natural world</b> <i>Understanding the world around us, what things can we see in the world</i></li> <li>• <b>The world around us</b> <i>What the world looks like, what happens in the world, what a globe looks like, what can we see around us</i></li> <li>• <b>St Patricks day</b> <i>What the Irish celebrate St Patrick day for, traditions</i></li> <li>• <b>Easter</b> <i>What is Easter celebrated for, what traditions do we have at Easter</i></li> </ul>	<p><i>Link to PSE and communication and Language</i></p> <ul style="list-style-type: none"> <li>• <b>International women's week</b> <i>Learning about women's rights, different jobs that women and men can do</i></li> <li>• <b>Plants and gardening</b> <i>Links to UTW, link to life cycles, interactive science lesson.</i></li> <li>• <b>Life Cycles continued</b> <i>Continued progression for life cycles</i></li> <li>• <b>St Georges Day</b> <i>Learning the stories of St Georges, traditions and beliefs, flags and about England</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The seaside</b> <i>Links to holidays, seasons, links to sun, sea and sand</i></li> <li>• <b>Under the sea</b> <i>Links to sea animals, why we may visit the seaside, things we see at the sea side</i></li> <li>• <b>Changes in weather</b> <i>Links to transition to year one science, learning about seasons, changes in weather</i></li> </ul>
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# The Willows Primary School and Nursery Reception Curriculum

## Personal Social and Emotional development.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Term and Topic	<b>Autumn1</b> <b>All about Me</b>	<b>Autumn2</b> <b>Lights &amp; Festivals</b>	<b>Spring1</b> <b>When I Grow Up</b>	<b>Spring2</b> <b>The World Around Us</b>	<b>Summer1</b> <b>Far, Far Away</b>	<b>Summer2</b> <b>Making Waves</b>
<b>Managing Self</b>	<p><i>Settling in to the new school routine, working on transition into school.</i></p> <ul style="list-style-type: none"> <li>Introducing the class rules and signing up to our behaviour contracts.</li> <li>Circle times to introduce each other and discuss similarities and differences.</li> <li>How to be a good friend</li> <li>Emotions and how we feel- Colour Monster</li> <li>Developing the children's confidence.</li> </ul>	<p><i>Looking at a range of festivals and celebrations, talking about who celebrates what and why.</i></p> <ul style="list-style-type: none"> <li>Building on respect for others</li> <li>Enabling children to learn the vocabulary to explain how they feel</li> <li>Developing children self-confidence and self-awareness</li> <li>Building on children's ability to resolve situations and conflicts</li> </ul>	<p><i>Talking about the people who help use every day and in emergencies.</i></p> <ul style="list-style-type: none"> <li>Understanding a range of professions and how they help us.</li> <li>Talking about our own aspirations- what do we want to be when we grow up?</li> <li>Health and hygiene- looking at brushing teeth and hygiene when we focus on the dentist.</li> </ul>	<p><i>Looking at how we grow as we get older and how to talk care of animals and the natural environment.</i></p> <ul style="list-style-type: none"> <li>Growing plants</li> <li>Caring for the chicks and butterflies</li> <li>Developing Sharing skills to enable fairness within class</li> <li>How can we be kind?</li> <li>How can we make sure others are feeling happy within class?</li> </ul>	<p><i>Focussing on our likes and dislikes and working towards the end of year ELGs.</i></p> <ul style="list-style-type: none"> <li><b>HRSE sessions</b> <ul style="list-style-type: none"> <li>Hygiene and oral hygiene</li> <li>Families</li> <li>Daily Routine</li> </ul> </li> <li>Growing plants and caring for things around us</li> <li>Securing ability to develop resilience and calmness within situations.</li> </ul>	<p><i>Transitioning into year 1.</i></p> <ul style="list-style-type: none"> <li>Sports Day- How do we feel when we win or lose?</li> <li>Working on getting used to the idea of moving up to Year 1.</li> <li>Discussions on how far they have come. How can they express proudness?</li> <li>Focussing on meeting our new teachers</li> <li>Making maps to help us find our new classrooms.</li> </ul>

## The Willows Primary School and Nursery Reception Curriculum

	<ul style="list-style-type: none"> <li>• How to share- The Rainbow Fish</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning to be able to regulate emotions, and world through emotional conflicts</li> <li>• Children to begin to recognise how other children are feeling and how actions can make others feel.</li> </ul>			
<p><b>Self-Regulation</b> Over-arching through daily routines and timetable. Discussion sessions, circle time, stories and role plays.</p>	<ul style="list-style-type: none"> <li>• Learning how control own feelings</li> <li>• Learning how to ignore distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Using Strategies to develop ability to avoid distractions.</li> <li>• Understanding right from wrong.</li> <li>• Thinking about ways we can stay calm in situations and develop our emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to start controlling own feelings</li> <li>• Avoiding distraction and concentrating for short periods of time</li> <li>• Developing an understanding of how except praise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating how to act towards others in a positive way</li> <li>• Using strategies to control behaviours and emotions</li> <li>• Accepting praise from others</li> <li>• Understanding how to act kind to others</li> <li>• Understand how to concentrate on own situations</li> <li>• Helping others to be kind and respect</li> </ul>	<p><b>Self-Regulation</b> Over-arching through daily routines and timetable. Discussion sessions, circle time, stories and role plays.</p>	<ul style="list-style-type: none"> <li>• Learning how control own feelings</li> <li>• Learning how to ignore distractions</li> </ul>

## The Willows Primary School and Nursery Reception Curriculum

				<ul style="list-style-type: none"> <li>• Respectful to others.</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• Feelings</li> <li>• Gentle</li> <li>• Responsibilities</li> <li>• Rights</li> <li>• Rules</li> <li>• Individual</li> <li>• Sad</li> <li>• Angry</li> <li>• Worried</li> <li>• Kindness</li> <li>• Happy</li> </ul>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Lights</li> <li>• Festivals</li> <li>• Home</li> <li>• Friends</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs</li> <li>• Challenges</li> <li>• Emergency</li> <li>• Responsible</li> <li>• Helpful</li> <li>• Help</li> <li>• Being Polite</li> <li>• Oral Health</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Food</li> <li>• Sleep</li> <li>• Clean</li> <li>• Exercise</li> <li>• Happy</li> <li>• Stranger Danger</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life</li> <li>• Bodies</li> <li>• Respecting our Bodies</li> <li>• Fun</li> <li>• Fear</li> <li>• Growth</li> <li>• Resilience</li> <li>• Winning</li> <li>• Losing</li> <li>• Taking Part</li> </ul>	
<b>ELGS</b>	<p><b>Self- Regulation-</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed 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><b>Managing self-</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other’s needs.</p>					

# The Willows Primary School and Nursery Reception Curriculum

## Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and a peer throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structure

Term and Topic	Autumn1 All about Me	Autumn2 Lights & Festivals	Spring1 When I Grow Up	Spring2 The World Around Us	Summer1 Far, Far Away	Summer 2 Making Waves
	<ul style="list-style-type: none"> <li>Settling in conversations and circle times</li> <li>Retelling experiences from the past and present</li> <li>Modelling routines and structure of the day- children developing an understanding of how a day is structured</li> <li>What are our families like?</li> <li>What is our home like?</li> <li>Developing blending and segmenting strategies</li> </ul>	<ul style="list-style-type: none"> <li>Attending assemblies for short periods of time</li> <li>Talking about key interests</li> <li>Listening to stories with concentration</li> <li>Answering simple narrative questions about stories</li> <li>Demonstrating an understanding of discussions</li> <li>Maintain attention in new situations</li> <li>Follow 1 step instructions</li> <li>Develop social phrases</li> <li>Retell a story using pictures of props</li> </ul>	<ul style="list-style-type: none"> <li>Listening and engaging during educational information talks.</li> <li>Listening an engaging in assemblies</li> <li>Follow 2 step instructions correctly</li> <li>Discover engagement in non-fiction text</li> <li>Retell a story using spoken communication.</li> <li>Talk about things that have happened in the past.</li> <li>Show and Tell Sessions</li> </ul>	<ul style="list-style-type: none"> <li>Following instructions to plant plants and care for our chicks and butterflies.</li> <li>Talks about illustrations or backgrounds</li> <li>Explaining the life cycle processes for the chicks and butterflies.</li> <li>Understanding why listening is important</li> <li>Listens to a full story with enjoyment</li> <li>Developing a wider range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Talking about the different stories we have read by Julia Donaldson and our Traditional Tales.</li> <li>Talks in Past and Present Tense</li> <li>Recall and retell our stories and begin to create our own.</li> <li>Describes events in detail</li> <li>Uses language for a reason</li> <li>Maintains concentration at an activity for a while</li> <li>Understands how, why, when questions</li> </ul>	<ul style="list-style-type: none"> <li>Listening and responding to questions</li> <li>Uses words and actions to retell a story</li> <li>Makes comments and clarifies when they have said</li> <li>Uses new vocabulary within the correct context</li> <li>Speaks in past, present and future tense.</li> <li>Children to talk about their weekend in detail,</li> </ul>

## The Willows Primary School and Nursery Reception Curriculum

	<ul style="list-style-type: none"> <li>• Children to talk about weekend news using tapestry for prompts</li> <li>• Developing listening skills through games and circle times.</li> <li>• Speech screening to identify any children who may need speech therapy with Natalie.</li> </ul>		<ul style="list-style-type: none"> <li>• Children to retell weekend news with little prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences, with structure</li> <li>• Begin to connect ideas together</li> </ul>		<p>sharing news and events.</p>
<p><b>ELGS</b></p>	<p><b>Listening and attention-</b> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p> <p><b>Speaking-</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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>					



# The Willows Primary School and Nursery Reception Curriculum

## Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Term and Topic	Autumn1 All about Me	Autumn2 Lights And Festivals	Spring1 When I Grow Up	Spring2 The World Around Us	Summer1 Far, Far Away	Summer2 Making Waves
<p><b>Fine Motor Development</b></p> <p>Overarching through our whole curriculum, and setting.</p>	<ul style="list-style-type: none"> <li>• Modelling letter formation</li> <li>• Manipulation of small objects</li> <li>• Developing a preference of writing hand</li> <li>• Developing pencil grip</li> <li>• Draws lines and circle – enabling the ability to write letters</li> <li>• Playdough manipulation</li> <li>• Developing fine motor skills using tweezers, scissors, pipettes, cotton buds etc.</li> <li>• Uses a paint brush correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling and teaching formations</li> <li>• Determined a hand of preference</li> <li>• Creating a string pencil line on paper, showing greater pressure when writing</li> <li>• Drawing for a purpose</li> <li>• Changing for PE with little help</li> <li>• Putting coat on unaided</li> <li>• Developing scissors skills</li> <li>• Using playdough tools effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Children to form letters</li> <li>• Changing for PE independently, including fasting buttons</li> <li>• Using a tripod grip when writing</li> <li>• Using a knife and fork confidently</li> <li>• Using scissors confidently</li> <li>• Using material in the correct way and with confidence.</li> <li>• Creating recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>• Children to confidently form letters</li> <li>• Playdough model creations using tools and imagination</li> <li>• Developing a strong tri-pod pencil grip with pressure when writing</li> <li>• Can use scissors confidently to cut along a line</li> <li>• Children to build using Duplo or mega blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to form letters, with most correctly formed</li> <li>• Discovering a range of manipulation activities</li> <li>• Cut a curved line using scissors</li> <li>• Have a strong and firm pencil grip enabling clear pencil pressure on paper.</li> <li>• Beginning to colour between the lines</li> </ul>	<ul style="list-style-type: none"> <li>• Children to form all letters of the alphabet correctly</li> <li>• Colouring in between the lines with pressure</li> <li>• Children to effectively use tools such as pencils, pens, crayons and tweezers.</li> <li>• To confidently use scissors to cut paper.</li> <li>• Children to draw recognisable objects</li> <li>• Children to enjoy building a range of objects using small resources.</li> </ul>

## The Willows Primary School and Nursery Reception Curriculum

<p><b>Gross Motor</b></p>	<ul style="list-style-type: none"> <li>• Developing arm muscle strength-enables children to develop pencil grip</li> <li>• Changing for PE with support</li> <li>• Regular reminders to wash and hands when coming in from the garden and after toileting.</li> <li>• Outdoor Climbing equipment with support</li> <li>• Throwing and Catching</li> <li>• Riding a trick with support for placing feet and pushing</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing on a scooter and using a foot to propel</li> <li>• Climbing on equipment with little support</li> <li>• Push prams, trolleys and wheel barrows around the outdoor area</li> </ul>	<ul style="list-style-type: none"> <li>• Climbing equipment without support or aids</li> <li>• Children to use Hula Hoops and skipping ropes</li> <li>• To catch a ball when thrown</li> </ul>	<ul style="list-style-type: none"> <li>• Climbing with confidence and role modelling to others</li> <li>• Children to use Hula Hoops and skipping ropes</li> <li>• To throw a ball with distance</li> </ul>	<ul style="list-style-type: none"> <li>• Children to skip using a skipping rope independently or in pairs</li> <li>• Children to use hula hoops to develop core strength</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing a ball within a group circle games, developing aim.</li> <li>• Children to consolidate all strengths within PE sessions and outdoor play.</li> </ul>
<p><b>PE Lessons</b></p>	<p><b>Introduction to PE: Unit 2</b>            Key Skills            Moving Safety            Running            Jumping            Throwing            Catching            Rolling</p>	<p><b>Ball Skills- Unit 2</b>            Physical: Rolling a ball            Physical: Tracking a ball            Physical: Throwing at a target            Physical: Bouncing a ball            Physical: Dribbling a ball with feet            Physical: Kicking a ball</p>	<p><b>Gymnastics- Unit 2</b>            Physical: Shapes            Physical: Balances            Physical: Jumps            Physical: Rock and roll            Physical: Barrel roll            Physical: Straight roll</p>	<p><b>Dance- unit 2</b>            Physical: Travelling            Physical: Copying and performing actions            Physical: Balance            Physical: Co-ordination            Social: Respect            Social: Co-operating with others</p>	<p><b>Games- Unit 2 and Sports Day Preparations</b>            Physical: Running            Physical: Changing direction            Physical: Striking a ball            Social:            Communication</p>	<p><b>Fundamentals</b>            Physical: Balancing            Physical: Sprinting            Physical: Jogging            Physical: Dodging            Physical: Jumping            Physical: Hopping            Physical: Skipping            Social: Taking turns</p>

# The Willows Primary School and Nursery Reception Curriculum

<p>Sharing and Turn Taking Responsibility Honesty and fair play Confidence Perseverance Decision making Understanding and using rules</p> <p><b><u>Assessment Criteria</u></b> - I can make independent choices. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I play co-operatively and take turns with others. - I understand the rules and can explain why it is important to follow them. - I use movement skills with developing balance and co-ordination.</p>	<p>Social: Co-operation Social: Sharing and taking turns Emotional: Determination Thinking: Using tactics Thinking: Decision making</p> <p><b><u>Assessment Criteria</u></b> - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I persevere when trying new challenges. - I play ball games with consideration of the rules. - I play co-operatively and take turns with others. - I use ball skills with developing competence and accuracy.</p>	<p>Physical: Progressions of a forward roll Physical: Travelling Social: Leadership Social: Taking turns Social: Helping others Emotional: Determination Thinking: Selecting and applying skills Thinking: Creating sequences</p> <p><b><u>Assessment Criteria</u></b> - I am confident to try new challenges. - I can combine movements, selecting actions in response to the task and apparatus. - I can confidently and safely use a range of large and small apparatus. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions.</p>	<p>Emotional: Working independently Emotional: Confidence Thinking: Counting Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p> <p><b><u>Assessment Criteria</u></b> - I am confident to try new challenges and perform in front of others. - I can combine movements, selecting actions in response to the task. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I show respect towards others when providing feedback. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace</p>	<p>Social: Co-operation Social: Taking turns Social: Respect Social: Supporting and encouraging others Emotional: Honesty Emotional: Managing emotions Emotional: Perseverance Thinking: Using tactics</p> <p><b><u>Assessment Criteria</u></b> - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I play co-operatively, take turns and encourage others. - I play games honestly with consideration of the rules. - I show an understanding of</p>	<p>Social: Supporting and encouraging others Social: Working safely Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying Thinking: Identifying strengths Thinking: Listening and following instructions</p> <p><b><u>Assessment Criteria</u></b> - I can change direction when moving at speed. - I can recognise changes in my body when I do exercise. - I can run at different speeds. - I can select my own actions in response to a task. - I can show hopping and jumping movements. - I can work co-operatively with</p>	<p>Social: Supporting and encouraging others Social: Working safely Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying Thinking: Identifying strengths Thinking: Listening and following instructions</p> <p><b><u>Assessment Criteria</u></b> - I can change direction when moving at speed. - I can recognise changes in my body when I do exercise. - I can run at different speeds. - I can select my own actions in response to a task. - I can show hopping and jumping movements. - I can work co-operatively with</p>
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## The Willows Primary School and Nursery Reception Curriculum

			<ul style="list-style-type: none"> <li>- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</li> <li>- I work co-operatively with others and take turns.</li> </ul>		<p>my feelings and can regulate my behaviour.</p> <ul style="list-style-type: none"> <li>- I use ball skills with developing competence and accuracy.</li> <li>- I use movement skills with developing balance and co-ordination.</li> </ul>	<p>others to complete tasks.</p> <ul style="list-style-type: none"> <li>- I show balance and co-ordination when static and moving at a slow speed.</li> </ul>
<b>Vocabulary</b>	Climbing Jumping Skipping Safety Calm Space Walk Run	Throwing Catching Control Movement Steps	Team work Rolling Under Over Through Spin Twirl Bounce	Rock Tilt Tip Toes Prance Float Glide	Jumping Javelin Olympics Sprinting Race Winner Heart Rate Aim Exercise	
<b>ELGS</b>	<p><b>Gross motor skills:</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine motor skills:</b> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>					

# The Willows Primary School and Nursery Reception Curriculum

## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Term and Topic	Autumn1 All about Me	Autumn2 Lights and Festivals	Spring1 When I Grow Up	Spring2 The World Around Us	Summer1 Far, Far Away	Summer2 Making Waves
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Listen and enjoy a range of stories</li> <li>Handles books with care</li> <li>Becoming familiar with the structure of a story</li> <li>Familiar with the concept of Right to Left text</li> <li>Joins in with simple songs and repetitive rhymes</li> <li>Conversations including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Responds to different types of books</li> <li>Gaining understanding of who, what, when</li> <li>Understanding the use of a story map</li> <li>Can talk about the illustrations in a book</li> <li>Enjoys listening to a range of books</li> <li>Asks simple questions about a book</li> <li>Developing vocabulary to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Children to create own story maps</li> <li>Ask questions about a book or text and listen for the answer</li> <li>Uses story books within role play</li> </ul>	<ul style="list-style-type: none"> <li><b>World book day</b></li> <li>Draws illustrations to match a book or text</li> <li>Retells stories in the correct sequence</li> <li>Children to answer questions about a book in detail</li> <li>Children to listen to books from around the world</li> </ul>	<ul style="list-style-type: none"> <li>Retelling a story using props in groups (drama)</li> <li>Make suggestions about how a story may end</li> <li>Knows the difference between fiction and non-fiction</li> <li>Gaining an understanding of rhyming words</li> <li>Asks why questions about a book</li> </ul>	<ul style="list-style-type: none"> <li>Can use rhyming words effectively</li> <li>Creates their own story ending, using their imagination</li> <li>Names the different aspects of a book (cover, back page, title, author, blurb)</li> <li>Confidently uses how, what, when and why, when asking questions about a text.</li> </ul>
<b>Writing</b>  Writing opportunities to be available throughout the	<ul style="list-style-type: none"> <li>Write some or all of their first name.</li> <li>Begin to write initial sounds as captions for drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Surname introduction for HA children</li> <li>CVC words and letter formation practise to continue</li> </ul>	<ul style="list-style-type: none"> <li>Form lowercase letters and capital letters correctly.</li> <li>Create story maps</li> </ul>	<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>

# The Willows Primary School and Nursery Reception Curriculum

<p>whole setting, allowing children writing opportunities all day.</p> <p>Adult-led task to consist around a book theme or children's interests.</p> <p>Writing interventions to take place to help developing children's writing</p> <p>As each sound is taught in phonics, the children will learn the formation for the letter.</p>	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in early writing such as a pretend shopping list.</li> <li>• Use a range of small tools competently and confidently to make marks. Suggested tools: pencils, paint brushes, scissors and knives.</li> <li>• Identify pencil grip using grip document</li> <li>• Handwriting patterns</li> <li>• To understand that print carries meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling stories in writing area</li> <li>• Children to ss, ff, ck, ll, zz in their writing</li> <li>• Draws pictures and shapes with increasing control</li> <li>• Story making using pictures and CVC words to label</li> <li>• Using tricky words from phase 2 in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Using tricky words within writing from Phase 2 and Phase 3</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.</li> <li>• Begin to use capital letters, finger spaces and full stops in independent writing.</li> <li>• Copy full name from a name label.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing simple captions</li> <li>• Able to write simple labels for pictures</li> <li>• Segmenting and blending CVC, CCVC, and CVCC words</li> <li>• Beginning to gain an understanding of capital letters and what they look like.</li> <li>• Writing a sentence to match to a picture (Jonathan bond)</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Use finger spaces most of the time</li> <li>• Beginning to understand what capital letters are used for.</li> <li>• Labelling a lifecycle</li> <li>• Writing phonetically plausible words</li> <li>• Spell and write Phase 2 and 3 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>• Use a capital letter at the beginning of a sentence and a full stop at the end.</li> <li>• Is able to write their first name and their surname independently.</li> <li>• Can write two or three sentence independently.</li> <li>• Can create their own story using imagination and story maps</li> <li>• Write their own postcard or letter.</li> </ul>
<p><b>Reading</b></p> <p>Children will hear a range of stories throughout story times in class</p>	<ul style="list-style-type: none"> <li>• Initial sounds</li> <li>• Listening and retelling stories</li> <li>• Looking at rhyming books in class and discussing which words rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying some rhyming words in books</li> <li>• Oral blending of CVC words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising the use of digraphs</li> <li>• Reading tricky words from Phase 2 and 3</li> <li>• Children to read simple captions</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to be able to create own rhyming word sequence.</li> <li>• Reading tricky words from phase 2 and 3 with ease</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to read longer words</li> <li>• Demonstrating an understanding of questioning and picture matching</li> </ul>	<ul style="list-style-type: none"> <li>• Read sentences with fluency</li> <li>• Answering questions about what they have just read with detail.</li> </ul>

# The Willows Primary School and Nursery Reception Curriculum

	<ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Children to use robot arms to help with blending</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use robot arms to help with blending</li> </ul>	<p>and sentences using robot arms to help blend</p> <ul style="list-style-type: none"> <li>• Children to answer simple questions about what they have just read.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to read sentences with little help blending</li> </ul>	<ul style="list-style-type: none"> <li>• Reading longer sentences with blending</li> <li>• Read digraphs correctly from sight.</li> </ul>	
Reading Non-Negotiables	<p>Children to all have access to reading books to take home weekly (books to only include GPCs that have been taught)</p> <p>Children will all have a Bug Club log in and have use of phonics lessons, games, and EBooks via the website</p> <p>Children to all take home library books weekly</p> <p>Children to receive a weekly recorded phonics session on Tapestry</p> <p>Children to all receive a recorded bed time story video</p> <p>Lowest 20% of students to read daily in class</p> <p>Partnership with parents to get children reading more at home</p> <p>Children to use decoding as their sole strategy</p>					
<b>Phonics Bug Club Phonics to be followed in class session and during interventions.</b>	<p>Autumn</p> <p>Review Phase 1</p> <p>Phase 2 Phonics- Securing the phase. S, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p>		<p>Spring</p> <p>Secure phase 2</p> <p>Phase 3- Securing the Phase J, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>		<p>Summer</p> <p>Secure phase 3</p> <p>Phase 4</p> <ul style="list-style-type: none"> <li>• Adjacent consonants (cvcc)</li> <li>• Language session 1</li> <li>• Adjacent consonants (ccvc)</li> <li>• Language session 2</li> <li>• Adjacent consonants (ccvcc/ccvc/ccvcc)</li> <li>• Language session 3</li> </ul>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Book Band Progression</b>	Pink A/B	Red A	Red B	Red B /Yellow	Yellow	Yellow/ Blue
<b>Vocabulary</b>	Segment Blend Phoneme Tricky Words	Segment Blend Phoneme Sound button	Segment Blend Grapheme Phoneme	Segment Blend Grapheme Phoneme	Segment Blend Grapheme Phoneme	Segment Blend Grapheme Phoneme

## The Willows Primary School and Nursery Reception Curriculum

	Word Phonics Initial Sound Book Page Story Picture Rhyme Pattern	Digraph Word Building Character What, where, when? Label List Re-tell Order Fiction Letter Dear To From Love	Tricky Word Digraph Tri-graph Sentence Finger space Full stop Actions Beginning Middle End Description Story map	Tricky Word Digraph Tri-graph Sentence Finger space Full stop Question mark Story map Newline Poster Non fiction Fiction	Tricky Word Digraph Tri-graph Sentence Finger space Full stop Information Header New line Author	Tricky Word Digraph Tri-graph Sentence Finger space Full stop Setting Introduction Leaflet Blurb Spine Author
<b>ELGS</b>	<p><b>Comprehension</b> – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading-</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing-</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					



# The Willows Primary School and Nursery Reception Curriculum

## Mathematics (Number and Numerical Patterns)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key skills</b>	<ul style="list-style-type: none"> <li>Counting to 10</li> <li>Counting songs and actions songs</li> <li>Sorting</li> <li>Comparing</li> <li>Representing 0-5</li> <li>Bonds to 5</li> <li>Number Formations using rhymes</li> <li>One more and one less</li> <li>Subitising 1-5</li> </ul>		<ul style="list-style-type: none"> <li>Counting beyond 10</li> <li>Representing and composing numbers 1 to 10.</li> <li>Comparing two groups</li> <li>Number bonds to 10</li> <li>Number formations</li> <li>Part, Part Whole</li> <li>Subitising 1-5</li> <li>Shapes and their properties</li> </ul>		<ul style="list-style-type: none"> <li>Adding and subtracting</li> <li>Evens and odds</li> <li>Subitising 1-10</li> <li>Have a deeper understanding of numbers 1 to 10</li> <li>Automatically recall number bonds to 10.</li> <li>Verbally count beyond 20</li> </ul>	
<b>Books</b>	Number Blocks Noah's Ark Monkey puzzle- Julia Donaldson Dear Zoo Peace at Last Each Peach, Pear Plum Pete the Cat Kippers birthday		Number Blocks Alice the Camel A Squash and a Squeeze The ugly 5 Who sank the boat- Pamela Allen Jack and the Beanstalk Jaspers Bean stalk Princess and the Pea		Jack the Builder- Stuart Murphy One to 10 and Back again The Real Princess- Brenda Williams Snail Trail- Jo Saxton Rosie's Zoo Monster Math- Anne Miranda The Gingerbread Man What the Ladybird Heard	
<b>Vocabulary</b>	Compare Sort One, two, three Subitise Pattern Number		Numbers to 10 Part part whole Compare two groups Beyond Triangle Rectangle		Time Numbers to 20 Even Odd Double Halving	

# The Willows Primary School and Nursery Reception Curriculum

	Less More Long Short Space		Square Circle Take away Add one more Bonds		Recall Verbal Rote	
<b>Whiterose Curriculum</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><u>White Rose Phase &amp; New scheme for 2023-2024</u></b>	Getting to Know You Just like Me! (old scheme planning)  <b>Getting to Know You Match, sort and compare</b> <b>Talk about measure and patterns</b> (new scheme released no planning content yet)	<b><i>It's Me 1 2 3!</i></b>  <b><i>Circles and tringles</i></b>  <b><i>1,2,3,4,5</i></b>  <b><i>Shapes with 4 sides</i></b>	<b><i>Alive in 5!</i></b>  <b><i>Mass and capacity</i></b>  <b><i>Growing 6,7,8</i></b>  <b><i>Length, height and time</i></b>	<b><i>Building 9 and 10</i></b>  <b><i>Explore 3-D shapes</i></b>	<b><i>To 20 and beyond</i></b>  <b><i>How many now?</i></b>  <b><i>Manipulate, compose and decompose</i></b>  <b><i>Sharing and grouping</i></b>  *Time (linked to stories)	<b><i>Visualise, build and map</i></b>  <b><i>Make connections</i></b>  <b><i>Consolidation</i></b>  *Money (linked to enterprise week)
<b><u>Vocabulary &amp; Key questions</u></b>	<p><b>Pattern, continue, notice, next, big, large, small, little, compare, more, fewer, same, equal, number, numeral, Subitise, represent, how many, count, first/second/third etc. edge, curve, straight, round, continuous edge, flat, sides, faces, corners, smooth, circle, square, rectangle, pentagon, hexagon, octagon, first, then, last, light and heavy and comparison, full, half full, empty, most, least. Using language related to position and direction- in, on, under, down, across, in front of, behind, on top of. First, Then &amp; Now. Addition, subtraction, take away, plus, altogether, more. face”, “hands” “half past” and “O'clock”. 1p, one pence, 2p, two pennies, 5p, five pence, 10p, ten pence, 20p, twenty pence, 50p, fifty pence, £1 one pound, £2 pounds, pounds and pence, combination of coins, value and worth</b></p> <p><b><u>Question</u></b> How many altogether? How many did you count? How many ways can you find ...? Where can you see ....? What did you do? What do you see? How do you see it? Prove it?</p>					
<b><u>Progression of knowledge and skills</u></b>	<p><b>The Counting Principles</b></p> <ol style="list-style-type: none"> <li><b>1) The one-one principle.</b> This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.</li> <li><b>2) The stable-order principle.</b> Children understand when counting, the numbers have to be said in a certain order.</li> </ol>					

# The Willows Primary School and Nursery Reception Curriculum

- 3) **The cardinal principle.** Children understand that the number name assigned to the final object in a group is the total number of objects in that group.
- 4) **The abstraction principle.** This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.
- 5) **The order-irrelevance principle.** This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

**Cardinal** -- The number indicates how many there are in a set

**Classification** – The identification of an object by specific attributes, such as colour, texture,, shape or size

**Conservation** – (of number)- The recognition that the number stays the same if none have been added or taken away.

**Numeral** – The written symbol for a number, e.g. 3, 2, 1.

**Ordinal** – A number denoting the position in a sequence e.g., 1<sup>st</sup>, 2<sup>nd</sup> 3<sup>rd</sup>, etc or page 1, page 2, page 3...

**Partition** – separate a set into two or more subsets e.g. partition a set of socks into plain and patterned.

**Subitise** – Instantly recognise a small quantity, without having to count how many there are.

**Number** – Number can be:

- A count of a collection of items e.g. three boxes,
- A measure e.g. of length or weight, or
- A label e.g. the number 17 bus

**Quantity** – The amount you have of something e.g. a coup of flour, three boxes, half an hour.

**Development Matters – Reception children will be learning to:**

**Count objects, actions and sounds-** develop the key skills of counting objects including saying the number in order and matching one number to each item. To say how many there are after counting, for example “...6,7,8. There are 8 balls”. Children appreciate that the last number of count indicates the total number of objects in the group. To say how many there might be before you count to give a purpose to counting. To count a smaller number from a larger group. “Give me seven....”. Children to sing counting songs and number rhymes and read stories that involve counting, as well as playing games involving counting.

**Subitise (link the number symbol (numeral) with its number value):** Recognise small quantities in familiar patterns, put objects into five frames and then ten frames to begin to familiarise children with the tens structure. Prompt children to Subitise groups of up to 4 or 5 objects without counting. **What do you see? How do you see it?** Count to check – display numerals in order alongside dot quantities and encourage children to show number of fingers all at once without counting. Play matching pairs with numerals and dot combinations. Discuss different ways children can record quantities (for example- tallies, dots and numerals).

**Count beyond ten-** count verbally beyond 20, pausing at each multiple of 10. Provide images such as number tracks, calendars and hundred squares, so children become familiar with two-digit numbers and start to spot patterns.

**Compare numbers-** children to compare, start counting from different number, identify small things and fewer large things. Attention to the number not the size of things or the space they take up. Use vocabulary: “**more than**”, “**fewer**”, “**the same as**”, “**equal to**”. Children to distribute set number of items equally.

## The Willows Primary School and Nursery Reception Curriculum

	<p><b>Understanding the “one more than / one less than”,</b> and the relationship between consecutive numbers - Children to make predictions and outcomes in stories, rhymes and songs if one is added, or taken away. <b>“one more”, “one less”.</b></p> <p><b>Explore the composition of numbers to 10-</b> focus on composition of 2, 3, 4 and 5 before moving onto larger numbers. Provide visual models of numbers for example, six as double three on a dice, or the fingers on one hand and one more, or as four and two with ten frame images. Emphasise the parts within the whole <b>“There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched”.</b> Play games with involve partitioning and re-combining sets the makeup of each number.</p> <p><b>Automatically recall number bonds for numbers 0-5 and some 0-10-</b> children to have sustained focus on each number to and within 5, make visual and practical ways of making numbers to 5 and 10. ( learning number bonds through hands-on experiences of partitioning and combining numbers in different contexts, children to sort and use opportunities to apply number bonds, place objects into a five frame and talk about the spaces that are filled and unfilled.</p> <p><b>Select, rotate and manipulate shapes to develop spatial reasoning skills</b> – children to use pattern and building sets, including tangrams, building and magnetic construction tiles, as well as found materials. Challenge children to copy complex 2D pictures and patterns with 3D resources.</p> <p><b>Compose and decompose shapes</b> – so children can recognise a shape can have other shapes within it, just as numbers can. Finding 2D shapes in 3D shapes through printing or shadows.</p> <p><b>Continue, copy and create repeating patterns-</b> making patterns with varying rules and objects (AB, ABB, and ABBC).</p> <p><b>Compare length, weight and capacity.</b> – comparative language using <b>“than”</b> children to make predations.</p> <p><b>*Time</b> – introduce the children to time and clocks – use language of <b>“face”, “hands” “half past”</b> and <b>“O’clock”</b>. How to construct a clock the movement of hands and what this means to telling the time.</p> <p><b>*Money</b> – value of each coin, ordering in value of each, the worth of each coin and note in relation to each other- Encourage identification and language of money - <b>1p, one pence, 2p, two pennies, 5p, five pence, 10p, ten pence, 20p, twenty pence, 50p, fifty pence, £1 one pound, £2 pounds, pounds and pence, combination of coins, value and worth</b></p> <p style="text-align: center;"> <a href="https://earlymaths.org/">https://earlymaths.org/</a>            <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</a>            <a href="https://nrich.maths.org/13372">https://nrich.maths.org/13372</a> </p>
<p><b>ELGS</b></p>	<p><b>Number-</b> Have a deep understanding of number to 10, including composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including doubling facts.</p> <p><b>Numerical Patterns-</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

# The Willows Primary School and Nursery Reception Curriculum

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension'

Term and topics	<b>Autumn1</b> <b>All about Me</b>	<b>Autumn2</b> <b>Lights And Festivals</b>	<b>Spring1</b> <b>When I Grow Up</b>	<b>Spring2</b> <b>The World Around us</b>	<b>Summer1</b> <b>Far, Far, Away</b>	<b>Summer2</b> <b>Making Waves</b>
<b>Understanding the World</b>  Past and Present/ People, culture and communities  (RE/ History/ Geography)	Diwali Bonfire night- Guy Fawkes  <ul style="list-style-type: none"> <li>Looking at ourselves and our families</li> <li>Sharing summer memories</li> <li>Talk about different ways we can travel and where we can go.</li> <li>Amelia Earhart</li> </ul>	St Andrews Day Christmas Story  <ul style="list-style-type: none"> <li>Discussions on cultures and beliefs</li> <li>Nativity Performances</li> <li>Talk about celebration memories</li> <li>Jolly postman to draw information from maps and letters</li> </ul>	Chinese New Year St David's Day  <ul style="list-style-type: none"> <li>Looking at people who help us and their jobs.</li> <li>Family timelines</li> <li>Aspirations</li> <li>Florence Nightingale/ Mary Seacole.</li> </ul>	Easter St Patricks Day  <ul style="list-style-type: none"> <li>Focussing on growing and similarities and differences.</li> </ul>	Ramadan St George's Day  <ul style="list-style-type: none"> <li>Share a range of tales from different cultures and beliefs</li> </ul>	Queen's birthday Around the world in 24 Hours  <ul style="list-style-type: none"> <li>Cultures that live by the sea</li> <li>Animals that can be found in the sea</li> <li>Fossils</li> <li>People who work on boats</li> </ul>
<b>RE Topics Saffron Academy trust and RE map-</b>	<i>Enquiry 1</i> Why is the word God so important to Christians? <b>Christian</b>	<i>Enquiry 2</i> Why do Christians perform Nativity plays at Christmas? <b>Christian</b>		<i>Enquiry 3</i> Why do Christians put a cross in an Easter Garden? <b>Christian</b>		
<b>Religious festivals, special days and meaningful activities.</b>	<ul style="list-style-type: none"> <li>Black history month</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Night</li> <li>Armistice day</li> <li>Diwali</li> <li>St Andrews day</li> <li>Hanukah</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year</li> <li>St David's Day</li> <li>Ash Wednesday and Pancake day</li> </ul>	<ul style="list-style-type: none"> <li>St Patricks Day</li> <li>Easter</li> <li>Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>International women's week</li> <li>St George's Day</li> <li>Eid</li> </ul>	<ul style="list-style-type: none"> <li>Eid</li> </ul>

# The Willows Primary School and Nursery Reception Curriculum

<p><b>Understanding the world</b></p> <p>The Natural World</p> <p><b>SCIENCE/ GEOGRAPHY</b></p>	<p><b><u>Our bodies</u></b></p> <ul style="list-style-type: none"> <li>• Self-portraits naming the features</li> <li>• Labelling a body</li> <li>• Becoming familiar with the environment</li> <li>• Identifying season changes</li> </ul>	<p><b><u>Nature, Ice/ Winter</u></b></p> <ul style="list-style-type: none"> <li>• Explore ice and how we can melt it</li> <li>• How different does the natural environment look?</li> <li>• Identifying season changes</li> </ul>	<p><b><u>Floating and sinking</u></b></p> <ul style="list-style-type: none"> <li>• Why do things float? Why do things sink?</li> <li>• Think about the properties of materials</li> </ul>	<p><b><u>Growing (plants and chicks)/ Oral Hygiene</u></b></p> <ul style="list-style-type: none"> <li>• How do chicks grow- hands on life cycle observations?</li> <li>• Dentist visit to coincide with oral hygiene day.</li> <li>• How do plants grow?- beanstalks</li> </ul>	<p><b><u>Growing/minibeasts (butterflies)</u></b></p> <ul style="list-style-type: none"> <li>• How do butterflies grow? - hands on experience</li> <li>• How do plants grow? Continued-sunflowers/ cress/grass</li> </ul>	<p><b><u>The beach/rock pools- focussing on different habitats</u></b></p> <ul style="list-style-type: none"> <li>• What animals live in a rock pool?</li> <li>• How do they survive?</li> <li>• How different is a rock pool to other environments?</li> </ul>
<p><b>Skills/ Focus</b></p>	<p>Focussing on our bodies- labelling features and identifying similarities and differences</p>	<p>Focusing on seasonal changes, processes and changes in the natural world around them as well as changing states of matter. (Ice exploration)</p>	<p>Focusing on exploring materials. Thinking about the properties of materials and what makes them float or sink.</p>	<p>Focussing on the life cycles of chicks and plants. Observing chicks hatching in class, and growing beanstalks, grass and cress.</p> <p>World Oral Hygiene day- learning about our teeth and how we look after them.</p>	<p>Continuing our growing focus, this term focussing on mini-beasts and their life cycles with a key focus on caterpillars as we have them in class.</p>	<p>Focussing on the seaside and the different kinds of creatures we find on the beach and under the sea. How do these animals survive?</p>
<p>Vocabulary</p>	<p>Family Siblings Family Tree Toddler Teenager Grown up House Flat</p>	<p>Map World Christmas Hindu Diwali Diva Lamp Rangoli Sparkler</p>	<p>Emergency Job Fire safety Police Crime Jail/Prison Winter Snow</p>	<p>Life Cycle Egg Spring New life Chick Growing Flowers Bulbs</p>	<p>Weather Habitat Cultures World Wide Mini-Beast Adaptation</p>	<p>Seaside Beach Cliffs Sand Dunes Sea creatures Ships Boats</p>

# The Willows Primary School and Nursery Reception Curriculum

	Street Country Leaves	Firework Safety Remembrance Poppy Nativity Jesus Mary Joseph Hibernation	Chinese new year Chinese dragon Chinese numbers	Vegetables Harvest Healthy Eating Butterfly Cocoon		Environment Summer Maps Changes
<span style="background-color: #90EE90; padding: 2px;">ICT</span>	<ul style="list-style-type: none"> <li>Simple ICT skills- exploring toys with lift up flaps, CD player, Beebots, games on IWB</li> <li>Beebots- programming.</li> <li>Ipads/ cameras to take photos.</li> <li>Christmas cards to be made using paint</li> <li>IWB use for games/ drawing. Typing skills practised.</li> <li>Keeping safe online, understand where to go for help and advice about internet safety.</li> </ul>					
ELGS	<p><b>Past and Present-</b> 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> <p><b>People Culture and Communities-</b> 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 (where appropriate) maps.</p> <p><b>The Natural World-</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

# The Willows Primary School and Nursery Reception Curriculum

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Term and Topics	<b>Autumn1</b> <b>All about Me</b>	<b>Autumn2</b> <b>Lights And Festivals</b>	<b>Spring1</b> <b>When I Grow Up</b>	<b>Spring2</b> <b>The World Around us</b>	<b>Summer1</b> <b>Far, Far, Away</b>	<b>Summer2</b> <b>Making Waves</b>
<b>Art skills Focus</b>	Painting and Drawing	Painting	Drawing	Textiles / Collage	Printing	Sculpture and 3D junk modelling
Vocabulary	<ul style="list-style-type: none"> <li>• Printing</li> <li>• Painting</li> <li>• Colours</li> <li>• Colouring</li> <li>• Drawing</li> <li>• Portrait</li> <li>• Joining</li> <li>• Cutting</li> <li>• Linking</li> <li>• Make</li> <li>• Quiet</li> <li>• Loud</li> <li>• Soft</li> <li>• Grip</li> <li>• Whisper</li> <li>• Mixing</li> <li>• Gluing</li> <li>• Instrument</li> <li>• Lyrics</li> <li>• Microphone</li> <li>• Performing</li> <li>• Solo</li> <li>• Band</li> <li>• Rhythm</li> </ul>		<ul style="list-style-type: none"> <li>• Rolling</li> <li>• Stencils</li> <li>• Decorating</li> <li>• Dabbing</li> <li>• Moving</li> <li>• Sponging</li> <li>• Wheels</li> <li>• Perform</li> <li>• Sing</li> <li>• Dance</li> <li>• Masterpiece</li> <li>• Instrument</li> <li>• Lyrics</li> <li>• Microphone</li> <li>• Performing</li> <li>• Solo</li> <li>• Band</li> <li>• Rhythm</li> <li>• Instrument</li> <li>• Lyrics</li> <li>• Microphone</li> <li>• Performing</li> <li>• Solo</li> <li>• Band</li> </ul>		<ul style="list-style-type: none"> <li>• Mod-Roc</li> <li>• Clay</li> <li>• Spread</li> <li>• Capture</li> <li>• Perform</li> <li>• Collage</li> <li>• Stick</li> <li>• Materials</li> <li>• Instrument</li> <li>• Lyrics</li> <li>• Microphone</li> <li>• Performing</li> <li>• Solo</li> <li>• Band</li> <li>• Rhythm</li> <li>• Instrument</li> <li>• Lyrics</li> <li>• Microphone</li> <li>• Performing</li> <li>• Solo</li> <li>• Band</li> <li>• Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument</li> <li>• Pitch</li> <li>• Tone</li> <li>• Pulse</li> <li>• Timbre</li> <li>• Audience</li> <li>• Backing</li> <li>• Band</li> <li>• Chorus</li> <li>• Composition</li> <li>• Dynamics</li> <li>• Duet</li> <li>• Group</li> <li>• Lyrics</li> <li>• Melody</li> <li>• Notes</li> <li>• Performing</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Style</li> <li>• Solo</li> <li>• Tempo</li> <li>• Tune</li> </ul>



# The Willows Primary School and Nursery Reception Curriculum

	<ul style="list-style-type: none"> <li>• Instrument</li> <li>• Lyrics</li> <li>• Microphone</li> <li>• Performing</li> <li>• Solo</li> <li>• Band</li> </ul> <p>Rhythm</p>		<ul style="list-style-type: none"> <li>• Rhythm</li> </ul>			<ul style="list-style-type: none"> <li>• Verse</li> <li>• Vocals</li> <li>• Materials</li> <li>• Textures</li> <li>• Puppets</li> <li>• Models</li> </ul>
<b>Music Overview Charanga</b>	<b>Autumn 1 Me!</b>	<b>Autumn 2 Nativity Play Songs</b>	<b>Spring 1 Everyone!</b>	<b>Spring 2 Our World</b>	<b>Summer 1 Big Bear Funk</b>	<b>Summer 2 Reflect, Rewind, Replay</b>
	<p><u>Learn to sing nursery rhymes and action songs:</u></p> <ul style="list-style-type: none"> <li>• Pat-a-cake</li> <li>• 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things for Fingers</li> </ul> <p><u>Cross-curricular and topic-based focus</u> <u>Explore:</u></p> <ul style="list-style-type: none"> <li>• growing</li> <li>• homes</li> <li>• colour</li> <li>• toys</li> </ul>	<ul style="list-style-type: none"> <li>• Songs specific to the nativity play</li> </ul> <p>Actions as pulse</p>	<p><u>Learn to sing nursery rhymes and action songs:</u></p> <ul style="list-style-type: none"> <li>• Wind The Bobbin Up</li> <li>• Rock-a-bye Baby</li> <li>• Five Little Monkeys Jumping On the Bed</li> <li>• Twinkle Twinkle</li> <li>• If You're Happy and You Know It</li> <li>• Head, Shoulders, Knees and Toes</li> </ul> <p><u>Cross-curricular and topic-based focus</u> <u>Explore:</u></p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> </ul>	<p><u>Learn to sing nursery rhymes and action songs:</u></p> <ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Incy Wincey Spider</li> <li>• Baa Baa Black Sheep</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels On the Bus</li> <li>• The Hokey Cokey</li> </ul> <p><u>Cross-curricular and topic-based focus</u> <u>Explore:</u></p> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Jungle</li> <li>• Minibeasts</li> <li>• Night and day</li> <li>• Sand and water</li> </ul>	<ul style="list-style-type: none"> <li>• Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</li> </ul> <p><u>Musical learning focus:</u></p> <ul style="list-style-type: none"> <li>• Listening and appraising Funk music</li> <li>• Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Learning to sing Big Bear Funk and revisiting other nursery</li> </ul>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

## The Willows Primary School and Nursery Reception Curriculum

	<ul style="list-style-type: none"> <li>• how I look</li> </ul> <p><u>Musical learning focus</u></p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> </ul> <p>Share and perform the learning that has taken place</p>		<ul style="list-style-type: none"> <li>• people</li> <li>• music from around the world</li> </ul> <p><u>Musical learning focus</u></p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <ul style="list-style-type: none"> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Singing and learning to play instruments within a song</li> <li>• Share and perform the learning that has taken place</li> <li>• Improvising leading to</li> </ul>	<ul style="list-style-type: none"> <li>• Seaside</li> <li>• Seasons</li> <li>• Weather</li> <li>• Sea</li> <li>• Space</li> </ul> <p><u>Musical learning focus</u></p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Singing and learning to play instruments within a song</li> </ul> <p>Share and perform the learning that has taken place</p>	<p>rhymes and action songs</p> <ul style="list-style-type: none"> <li>• Playing instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> </ul> <p>Share and perform the learning that has taken place</p>	
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## The Willows Primary School and Nursery Reception Curriculum

			<p>playing classroom instruments</p> <ul style="list-style-type: none"> <li>• Singing and learning to play instruments within a song</li> </ul> <p>Share and perform the learning that has taken place</p>			
<b>Music outcomes for Charanga!</b>	<ul style="list-style-type: none"> <li>• To know twenty nursery rhymes off by heart.</li> <li>• To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music.</li> <li>• To know that the words of songs can tell stories and paint pictures.</li> <li>• To sing or rap nursery rhymes and simple songs from memory.</li> <li>• To know songs have sections. A performance is sharing music.</li> </ul>					
ELGS	<p><b>Creating with Materials-</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive-</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					