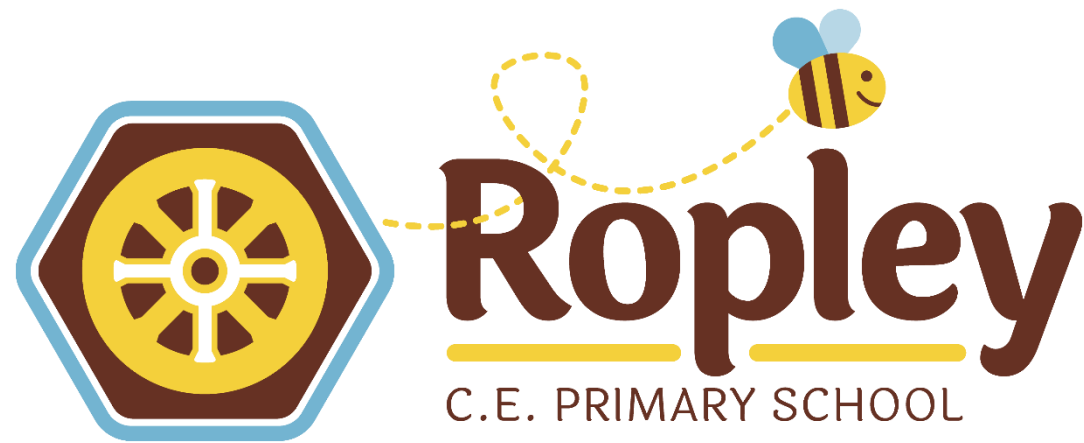




## Early Years

# Curriculum Overview

LOVE • COURAGE • COMMUNITY



## Early Years

Our caring and passionate team provide a variety of learning opportunities to build independence, resilience and a love of learning, ensuring the curriculum meets the needs of all children. This enables our children to achieve well and be ready for Year One. An increasing number of children arrive with SEND needs; some severe. However, the team, with guidance from our Inclusion Leader, provide excellent support for every child's needs to enable progress.

Our children join with a range of skills; a handful join with above age-related expectations but increasing numbers join with deficits in CLL and PSED.

With us, they thrive and as a result, children leave reception with GLDs in line or above national averages, well-equipped for Key Stage One.

## Curriculum Intent

Our curriculum has clearly defined links with the whole school curriculum and there is clarity in what we want children to learn, both in knowledge and skills.

The curriculum is designed to provide a range of opportunities to add to children's early understanding of the world around them, to add to their developing cultural capital and to enable quick progress in their academic knowledge. Moreover, independence is sought and the same high expectations of the children's abilities are held in Early Years, as are held throughout the school. ***Every interaction and element of provision has purpose: Why this, why now?*** This sequenced, contextualised curriculum then continues through to Key Stage One.

## Pedagogical Implementation

The EYFS team employ secure subject knowledge and understand individual pupils and their circumstances. The staff display excellent empathy skills, to ensure that delivery of the curriculum in Early Years is first class. Provision is carefully planned and sequenced, facilitating meaningful learning both indoors and out. Observation and discussion with pupils leads to some areas and learning opportunities developed from their interests. The curriculum is reviewed annually, alongside conducting the Reception Baseline Assessment. Further adjustment can take place across the year to ensure that the curriculum takes account of each group of learners and any new starters.

Drawing upon the Characteristics of Effective Learning in Early Years as well as the DfE Writing Framework 2025, our Early Years team have developed security in their approach and their focus, to raise attainment in reading, writing and mathematics. Pupils are encouraged to fully engage with all learning experiences and to become curious about the world around them. In consequence, pupils become motivated and interested in their learning. Successful learning attributes and characteristics of learning underpin teaching and learning across all areas of the curriculum in a way that is meaningful for the pupils. Teacher modelling of these attributes supports pupils to understand and apply these independently.

Communication and language is a priority, with adults modelling accurate language and the use of stories and poems in place to aid development. Language interventions are completed for a number of pupils and speech and language sessions are delivered for individuals and groups of pupils, across the early years. The mathematics curriculum produces a sound understanding of number and number sense, so that pupils can more easily access and understand subsequent

learning in mathematics. Phonics is also systematically taught to pupils on a daily basis beginning on day one of the children's learning journey with us; these skills underpin subsequent learning in phonics.

The Early Years curriculum is well taught and very effectively supports pupils' academic and personal development. As a result, children make excellent progress and are ready for Year One. High quality of interaction between children and adults in the room supports this rapid progress. The systematic teaching of synthetic phonics is a strength of the school and children leave reception with good phonic decoding skills.

We adopt learning through play, with increasing explicit instruction across the year. All children, across the year, are entitled to times of free play (play that they start, is unstructured and unguided), as well as accompanied play (building and reinforcing learning).

### Assessment

We collate examples of children's learning across the year in their learning journeys. Staff use this information with ongoing observation to plan next steps for learning on a daily and weekly basis. Parent views are taken into account and comments both verbally and through 'wow moments' are used to inform next steps for the children and encourage home-school learning links. Practitioners have a clear understanding of where children's development needs to be throughout the reception year and particular focus is given to pupils identified as 'not on track'. These children are discussed in greater detail and Early Years practitioners focus on how to scaffold their progress and bring them on track. The continuous focus is on what children know and they need to learn next, alongside the reflection 'Why this? Why now?'.

| General Themes                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |
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|                                                                                                                          | Autumn HT1                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn HT2                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring HT3                                                                                                                                                                | Spring HT4                                                                                                                                                                                                                                                                                                                                            | Summer HT5                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer HT6                                                                                                                                                                 |
|                                                                                                                          | <b>All About Me!</b><br><br><b>Getting to Grips with Ropley</b><br><br><b>Harvest</b>                                                                                                                                                                                                                                                                                                                                     | <b>Superheroes</b><br><br><b>Celebrations</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Once Upon a Time</b><br><br><b>Minibeasts</b>                                                                                                                          | <b>Explorers and their travel</b>                                                                                                                                                                                                                                                                                                                     | <b>Caring for our world and Life Cycles</b><br><br><b>On the Farm</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Dinosaurs</b><br><br><b>Animals</b>                                                                                                                                     |
| <b>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</b> | <ul style="list-style-type: none"> <li>-Start and settle into school</li> <li>-Learn about my new class and friends</li> <li>-Learn about the human body</li> <li>-Think about who makes my family</li> <li>-Consider what I am good at</li> <li>-Reflect on how I make others feel, including being kind</li> <li>-Learn about how to stay safe (trusted adults)</li> <li>-Learn how to make and keep friends</li> </ul> | <ul style="list-style-type: none"> <li>-Learn about people who help us and how they can help us</li> <li>-Learn further about how to stay safe</li> <li>-Understand different jobs</li> <li>-Consider what I would like to do when I'm older</li> <li>-Know about light and dark</li> <li>-Learn about Festival of Light (Diwali)</li> <li>-Learn why it is important to remember</li> <li>-Bonfire and Fireworks</li> <li>-Christmas nativity story</li> </ul> | <ul style="list-style-type: none"> <li>-Learn about and learn to recite some traditional tales</li> <li>-Learn about minibeasts and how they support the earth</li> </ul> | <ul style="list-style-type: none"> <li>-Learn the names of our country, town and school</li> <li>-Explore maps around the school and Ropley</li> <li>-Learn about some famous landmarks around the world</li> <li>-Learn about dinosaurs and palaeontologists</li> <li>-Learn about some explorers and how they travelled around the world</li> </ul> | <ul style="list-style-type: none"> <li>-Explore how different foods are made, vegetables and fruits grown</li> <li>-Learn about farm animals and how farms work</li> <li>- Explore how different machines help us e.g. tractors, aeroplanes, car, bus</li> <li>-Review learning about life cycles in animals and our own growth from across the year</li> <li>-Learn about how to have a healthy lifestyle</li> <li>-Learn about recycling and how to care for the world</li> </ul> | <ul style="list-style-type: none"> <li>-Learn about dinosaurs and palaeontologists</li> <li>-Learn about some explorers and how they travelled around the world</li> </ul> |
| <b>Hooks</b>                                                                                                             | <ul style="list-style-type: none"> <li>-Transition events with families</li> <li>-First school photo</li> <li>-Harvest</li> <li>-Autumn Walk</li> </ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>-Visit from police/fire services</li> <li>-Visit from dentists and other key workers</li> <li>-Superhero Day</li> <li>-Diwali</li> <li>-Fire pit/ sparklers</li> <li>-Dark room</li> <li>-Christmas Lunch</li> <li>-Nativity</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>-Chinese New Year</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>-Treasure Hunts in school grounds</li> <li>-Mothers' Day</li> <li>-Easter Egg Hunt and Easter Nests</li> <li>-Chick care project</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-Cupcake making</li> <li>-Planting beans and plants</li> <li>-Fathers' Day</li> <li>-Litter pick</li> <li>-Nature walk</li> <li>-Food tasting</li> <li>-Farm Visit</li> <li>-Butterfly Habitat</li> <li>-Growing cress heads</li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>-Sports Day</li> <li>-Dinosaur eggs</li> </ul>                                                                                      |

| Personal, Social and Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>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. Before children join the school they are given multiple opportunities, with their parents/carers, to build relationships with key adults in the school. Opportunities for parents to develop relationships with one another are also provided, as these support children's social opportunities. Children are supported to manage emotions through co-regulation and teaching, 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. Children are taught the school's Christian values, school rules as well as provided with opportunities to explore 'The Worry Monsters'. This supports their ability to articulate their feelings and learn how to self-regulate. Through adult modelling and guidance, they 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 skills further support children's development of effective characteristics of learning.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Managing Self</b><br><br><b>Self-regulation</b><br><br><b>Building Relationships</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -See themselves as valuable individuals and know some of their characteristics<br>-Know their family, immediate and wider<br>-Understand and be able to follow class routines<br>-Begin to know the Ropley Values<br>-Begin to build relationships and know things about my friends<br>-Know where I can play and some good rules of playing with friends<br>-Know some trusted adults in school<br>-Begin to use co-regulation with adults and understand how the thinking mat can help me<br>-Know where the toilets are and how to use them to keep myself healthy | -Experience and explore the feeling of giving and receiving<br>-Build constructive and respectful relationships<br>-Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it<br>-Actively engage in tidying up areas I have played in<br>-Contribute to a shared performance, including sitting silently for periods of time | -Further develop an understanding of my qualities and attributes<br>-To understand that we are all different and to learn how to respect another cultures celebrations<br>-Identify and moderate my own feelings socially and emotionally<br>-Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios<br>-Be able to cut up my own food or get access to food I usually eat<br>-Attend and engage appropriately with celebration assemblies<br>-Know who safer strangers are | -Understanding different relationships, family, friends, teachers<br>-Identify what makes a good friend<br>-Identify strategies for staying calm when frustrated<br>-Talk through why we take turns<br>-Wait politely for a few minutes<br>-Support others and take pride in caring for my classroom<br>-To have relationships with children and adults across the school | -To understand why we care for others and the world around us<br>-To show explicit verbalised care for another person<br>-Identify ways to care for the world around them<br>-Show resilience and perseverance in the face of challenge<br>-Discuss why we take turns, wait politely, tidy up after ourselves etc. | -Understand how to win and lose<br>-Know that I have grown and changed, and why this is positive<br>-Be able to talk about times when I have made choices that impacted relationships and how they fixed things<br>-Be prepared to move into a new class with new routines and staff<br>-Be able to remember my lunch choice and order my lunch<br>-Attend and engage appropriately with different Collective Worship<br>-To be able to talk about how I care for my own mental health and name some strategies for self-care |

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|                                                               | -Be able to carry my lunch tray and ask for help in the lunch hall when I need it                                                                                                  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
| To know how to keep myself safe, following my Safety Passport |                                                                                                                                                                                    |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
| RSE                                                           | <p>Themes:</p> <ul style="list-style-type: none"><li>• Caring Friendships</li><li>• Being Kind</li><li>• Families</li></ul> <p><b>Texts to Support:</b></p> <p>All Are Welcome</p> |  |  | <p>Learning Objectives:</p> <p>-Know that friendships can make us feel happy</p> <p>-Know some ways that we can make new friends feel welcome</p> <p>-Know that arguing with friends and then making up can make friendships stronger</p> <p>-Know that resorting to violence is never right</p> <p>-Be able to identify different members of the family</p> <p>-Understand how members of a family can help each other</p> |  |  |

| Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                       |
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| <p>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 wellbeing. Children are given opportunities to develop healthy lifestyles and their gross motor skills through direct teaching of physical skills such as ball skills, dance and gymnastics. At the start of their time in school children are supported by adults to learn a range of games and activities they can play together or independently during break times, this supports their engagement in an active lifestyle. 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. Fine motor skills are supported across the provision, alongside explicit activities to build and develop muscle control and memory.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                       |
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| <b>With increasing accuracy, precision and complexity:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-Thread</li> <li>-Cut</li> <li>-Weave</li> <li>-Place pins</li> <li>-Manipulate playdough and other malleable putty</li> <li>-Handle tools, objects, construction and malleable materials with increasing control</li> </ul>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                       |
| <b>Fine motor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>-Begin to cut paper, card, tissue paper and objects such as straw to help create a piece of work</li> <li>-Roll and stretch Playdough to create a piece of work</li> <li>-Draw lines and circles using gross motor movements</li> <li>-Develop muscle tone to put pencil pressure on paper</li> <li>-Hold pencil/paint brush beyond whole hand grasp</li> <li>-Developing squeeze in motion - tongs</li> <li>-Start cutting with dough and blunt/plastic scissors two-handed so child has adult support</li> </ul> | <ul style="list-style-type: none"> <li>-Use tools to effect changes to materials - Show preference for dominant hand</li> <li>-Engage in guided opportunities to draw, write or copy</li> <li>-Copy first name with accuracy and legibility</li> <li>-Draw and mark make freely</li> <li>-Be able to use sharp scissors to explore with</li> <li>-Snip</li> <li>-Draw a cross</li> <li>-With support, be able to weave fabric</li> </ul> | <ul style="list-style-type: none"> <li>-Forming taught letters correctly</li> <li>-Hold small Items</li> <li>-Able to use buttons on clothing</li> <li>-Developing hand eye coordination - tongs, tweezers, pipe cleaners, pasta tubes</li> <li>-Chopping</li> <li>-Developing use of scissors</li> <li>-Cutting 2 to 3 consecutive snips on a piece of paper/card</li> <li>-Attempt to cut out pictures and shapes from paper and card (usually cutting through pictures or large boarders around)</li> <li>-Draw a circle</li> </ul> | <ul style="list-style-type: none"> <li>-Hold a pencil effectively with comfortable grip</li> <li>-Form recognisable letters most correctly formed</li> <li>-To be using a form of tripod grip with support</li> <li>-Copy first and second name with accuracy and legibility</li> <li>-Use one hand consistently for fine motor tasks</li> <li>-Draw a square</li> <li>-Build things with smaller linking blocks, such as Lego</li> </ul> | <ul style="list-style-type: none"> <li>-Use one hand consistently for fine motor tasks</li> <li>-Develop pencil grip and letter formation continually</li> <li>-Cut along a straight line with scissors</li> <li>-Start to cut along a curved line, like a circle</li> <li>-To be able to use scissors to cut out complex designs of their own choosing</li> <li>-Cutting different materials of different thickness and texture</li> <li>-To be using a form of tripod grip</li> <li>-Start to colour inside the lines of a picture</li> </ul> | <ul style="list-style-type: none"> <li>-Begin to draw diagonal lines and a triangle</li> <li>-Be able to tie laces, ready for lace-up shoes</li> <li>-To use a Dynamic Tripod Grip consistently when writing</li> <li>-Demonstrate correct number formation</li> <li>-Demonstrate correct letter formation</li> </ul> |

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|                                                           | -To have demonstrated a form of pencil grip for initial assessment and support<br>-Build using larger links, such as Duplo                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | -Draw own images that can be identified by others                                                                                                                                                                  |                                                                                                                                                                                                                                                                  | -Draw images with items of greater details                                                                                                                                                 |                                                                                                                                                                                   |
| <b>Gross motor</b>                                        | -Cooperate in games including large scale movements i.e. parachute games<br>-Climb<br>-Climb Beaufell with encouragement<br>-Begin to explore moving in different directions prompted<br>-Change my t-shirt, trousers and shoes for PE<br>-Wash my hands with support, including use of soap<br>-Use the toilet flush with support<br>-Pick up a China bowl - Balance and carry a lunch flight-tray | -Climb Beaufell<br>-Wash my hands independently, including use of soap<br>-Use the toilet flush<br>-Spin, rock, tilt, fall, slide and bounce<br>-Balance with encouragement<br>-Moving over, under, through and around equipment<br>-Scoot<br>-Use motions to wash up a glass and bowl<br>-Transport mud and sand in small containers<br>-Use the mud kitchen pulley with support<br>-Take my own jumper off to support me regulating my own temperature | -Throw and catch a large soft ball<br>-Change my socks for PE<br>-Move in different directions independently<br>-Balance, or pull and push ride-on bikes<br>-Carry more than one item around the classroom to tidy | -Moving with confidence and balance on equipment<br>-Use a skipping rope<br>-Balance, sit or ride on, or pull and push ride-on bikes<br>-Use the mud kitchen pulley independently<br>-Using a ball: aim, dribble, push, throw, catch, pat, or kick<br>-Use a zip | -Throw beanbags with increased accuracy<br>-Move in different directions independently with music<br>-Transport mud and sand in large containers<br>-Manipulate the water wall confidently | -Take part in races and precision sport activities<br>-Throw objects into a defined area<br>-Throw and catch a small soft ball<br>-Carry and balance multiple items for lunchtime |
| <b>PE Units</b>                                           | NHS Solent Therapy Pack – Achieving Body Control                                                                                                                                                                                                                                                                                                                                                    | Gymnastics and Movement                                                                                                                                                                                                                                                                                                                                                                                                                                  | Dance (Minibeasts)                                                                                                                                                                                                 | Multiskills<br><br>Introduction to the correct running, jumping, throwing and catching techniques                                                                                                                                                                | Multiskills and Athletics<br><br>Applying our skills to compete in races.<br>Preparing for Sports Day<br><br>Ball skills                                                                   | Athletics and Team Games                                                                                                                                                          |
| <b>Sticky Knowledge:</b><br><br><b>Physical Education</b> | Dance Key Learning: <ul style="list-style-type: none"> <li>• I can copy dance moves</li> <li>• I can perform some dance moves</li> <li>• I can move around the space safely</li> </ul>                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                            |                                                                                                                                                                                   |

**Ropley Words:** Movement, Speed, Dance

Gymnastics Key Learning:

- I can make my body tense, relaxed, curled and stretched
- I can copy sequences and repeat them
- I can roll in different ways
- I can balance
- I can stretch in different ways
- I can curl
- I can find a safe space to perform a gymnastic position

**Ropley Words:** balance, pike, tuck, straight, straddle, control, ready position

Dance Ley Learning:

- I can move my body in different ways to represent different minibeasts.
- I can count to the beat of eight.
- I can perform simple movements to the beat of eight.
- I can work individually, with a partner and in a small group to copy and create a sequence of simple dance movements.
- I can move around an area in a safe and controlled manner

**Ropley Words:** ready position, number names to eight, crouch, low, high

Multiskills Key Learning:

- I can run effectively using the correct running technique
- I can jump with control and land with two feet on the floor with knees bent
- I can safely navigate space by looking forwards when running and jumping
- I can throw and catch a bean bag with control
- I can throw a bean bag to an intended target with control

**Ropley Words:** space, running, jogging, walking, throw, catch, control, ready position

Athletics Key Learning:

- I can throw and catch a ball with control
- I can bounce and catch a ball
- I can roll a ball with precision
- I understand how to be part of a team
- I can tap my friend safely when it is their turn to race
- I can apply the above skills when completing Sports Day activities – javelin, standing jump, dribbling, running
- I understand routines to participate in a Sports Day – ready position at the starting line, running in a lane, crossing the finish line

**Ropley Words:** sportsmanship, roll, aim, target, control, co-ordination, space, bounce, throw, catch, dribbling

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|  | <p>Team Games Key Learning:</p> <ul style="list-style-type: none"><li>• I can take part in a team game</li><li>• I understand and can follow game instructions</li><li>• I can explain how to play a range of team games</li><li>• I can safely negotiate space when running, jumping, throwing or catching</li></ul> <p><b>Ropley Words:</b> Teamwork, instructions</p> |
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| Communication and Language, and Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                                                                                                                                                                                                          |
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| <p>It is crucial for children to develop the communication and language skills to further their learning across both Early Years and the primary phase. Alongside this we aim for them to develop a life-long love of reading. Combined, these skills enable them to access learning for life and ensure the opportunities for development at each stage of their educational journey.</p> <p>Developing children's communication and language skills involves two strands: Listening, Attention and Understanding, as well as Speaking. Across the year children are supported to increase their ability to maintain attention and focus incrementally. This is supported by our systematic synthetic phonics programme, which enables us to develop children's attention and focus alongside engagement with direct instruction. Throughout all learning opportunities language is a focus for development and in all areas of our curriculum. Practitioners in Early Years are trained to support children's language acquisition through their play, the environment and the learning opportunities provided to them. Some children are also individually supported with Speech and Language programmes, communication games or practise and all children are assessed in the Summer Term using Language Link. This provision enables us to ensure communication, language and interaction do not hinder children's learning in other educational programmes.</p> <p>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. We use nursery rhymes, storytelling and a Poetry basket to support this. 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. Children are taught to read through our SSP, Read, Write, Inc. The phonics programme further supports the development of their writing, by developing transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children are supported further to writing within the teaching of phonics, through explicit modelling and practise of writing words and short sentences, developing into writing short pieces by the end of their time in the Early Years.</p> |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                                                                                                                                                                                                          |
| <b>Key Texts (Drawing Club)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• The Gruffalo</li> <li>• We're Going on a Bear Hunt</li> <li>• The Smeds and Smoots</li> <li>• Goldilocks and the Three Bears</li> <li>• The Enormous Turnip</li> <li>• Whatever Next</li> <li>• Kipper's Friends</li> </ul> | <ul style="list-style-type: none"> <li>• Room on the broom</li> <li>• Stickman</li> <li>• The Gruffalo's Child</li> <li>• One Snowy Night</li> <li>• The Elves and the Shoemaker</li> <li>• The Three Billy Goats Gruff</li> <li>• Kipper's Birthday</li> </ul> | <ul style="list-style-type: none"> <li>• Superworm</li> <li>• Mad About Minibeasts</li> <li>• Little Red Riding Hood</li> <li>• The Three Little Pigs</li> <li>• The Hoys</li> <li>• Owl Babies</li> <li>• Percy Park Keeper – The Rescue Party</li> </ul> | <ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Jasper's Beanstalk</li> <li>• The Bear and the Bees</li> <li>• Percy Park Keeper – The Spring Day</li> <li>• Little Bee (Nature Stories)</li> </ul> | <ul style="list-style-type: none"> <li>• Rumble in the Jungle</li> <li>• Farmyard Hullabaloo</li> <li>• Little Red Hen</li> <li>• Tiddler</li> <li>• The Snail and the Whale</li> <li>• The Very Hungry Caterpillar</li> </ul> | <ul style="list-style-type: none"> <li>• The Highway Rat</li> <li>• The Smartest Giant in Town</li> <li>• The Hundred Decker Bus</li> <li>• Dear Zoo</li> <li>• The Gingerbread Man</li> <li>• Chicken Licken</li> </ul> |
| <b>Poetry Basket</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Chop Chop<br>Cup of Tea<br>Leaves are Falling<br>Falling Apples                                                                                                                                                                                                      | Pointy Hat<br>Five Little Pumpkins<br>I Can Build a Snowman                                                                                                                                                                                                     | Let's Put on Our Mittens<br>Popcorn<br>Pancakes                                                                                                                                                                                                            | Furry Furry Squirrel<br>Monkey Babies                                                                                                                                                                                          | A little House<br>I Have a Little Frog                                                                                                                                                                                         | A Little Seed<br>A Basket of Apples                                                                                                                                                                                      |
| <b>Nursery Rhymes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Baa Baa Black Sheep<br>Ring O Ring O Roses<br>Humpty Dumpty<br>The Wheels on the Bus<br>Twinkle Twinkle Little Star                                                                                                                                                  | Incy Wincy Spider<br>Row, Row, Row your boat<br>Five Little Men in a Flying Saucer<br>Hey Diddle Diddle                                                                                                                                                         | Hickory Dickory Dock<br>One, Two, Buckle My Shoe<br>The Grand Old Duke of York                                                                                                                                                                             | Horsie Horsie<br>Hot Cross Buns<br>The Muffin Man<br>Ten in a Bed                                                                                                                                                              | Jack and Jill<br>Pat-a-cake<br>Polly Put the Kettle On<br>Ten Green Bottles                                                                                                                                                    | Old MacDonald<br><br>Goosey Goosey Gander<br>Insects All Around                                                                                                                                                          |

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|                                                                                                               | Finger Family 1,2,3,4,5<br>Once I Caught A Fish Alive<br>Wind the Bobin Up                                                                                                                                                                                                                                                                                                                                                                                                    | I'm a little hedgehog                                                                                                                                                                                                                                                                                                                                                               | I'm a Little Teapot<br>Five Little Ducks<br>Five Currant Buns                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                     | Ladybird, Ladybird Fly<br>Away Home<br>Little Bo Peep                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Communication and language</b><br><br><b>Listening, Attention and Understanding</b><br><br><b>Speaking</b> | -Follow instructions up to one information carrying word<br>-Engage in nursery rhymes, poems and stories<br>-Be able to ask questions and ask for things to meet basic needs<br>-Engage in direct instruction up to 10 minutes<br>-Respond to direction from Early years team instantly<br>-With support join ideas together in play<br>-Demonstrate conversational skills with children in the class<br>-Demonstrate an acquisition of language learned within the classroom | -Follow instructions up to two information carrying words<br>-Use questions to check their understanding<br>-Retell stories with language patterns<br>-Engage with phonics teaching programme<br>-Recount recent experiences with some detail<br>-Respond to direction from Key Stage One staff<br>-In small groups comment or contribute to conversations about what has been read | -Follow instructions up to three information carrying words<br>-Retell stories using props and puppets<br>-Engage in direct instruction up to 15 minutes<br>-Respond to direction from Senior Leaders in worship instantly<br>-Use a range of connectives to join ideas together<br>-Articulate ideas in well-formed sentences<br>-Express ideas using past tense, such as discussing recent events and celebrations | -Follow instructions up to four information carrying words<br>-Use taught Tier 3 vocabulary within non-fiction exposure<br>-Listen and engage in celebration worships once a week, joining in<br>-Demonstrate conversational skills with children from different year groups<br>-In class comment or contribute with confidence to conversations | -Retell stories at length and begin to alter them by choice when retelling<br>-Begin to write stories learned at length<br>-Begin to join ideas together verbally from home and school<br>-Articulate ideas in well-formed sentences, adding detail<br>-Express ideas using past and present tenses | -Follow instructions up to five information carrying words<br>-Engage in direct instruction up to 20 minutes<br>-Recount recent trip with detail, sharing information with other children in the school<br>-Listen and engage in collective worship once a week<br>-Articulate ideas in well-formed sentences, extending sentences using 'and'<br>-Express ideas using past, present and future tenses, such as considering upcoming trips and year group changes |

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| <p><b>Comprehension</b></p> <p><b>Word Reading</b></p> | <ul style="list-style-type: none"> <li>-Join in with short songs and nursery rhymes</li> <li>-Join in with repeated refrains in short nursery rhymes / stories / poems</li> <li>-Know we read English text from left to right and from top to bottom</li> <li>-Look at a picture book with an adult, turning the pages and looking at the pictures</li> <li>-Sequence familiar stories through the use of pictures to tell the story</li> <li>-Recognise initial sounds</li> <li>-Engage in new vocabulary taught weekly</li> </ul> | <ul style="list-style-type: none"> <li>-Retell stories related to events through acting/role play</li> <li>-Use imagination to tell a story by taking inspiration from pictures</li> <li>-Use the vocabulary beginning, middle and end</li> <li>-Enjoy an increasing range of books</li> </ul> | <ul style="list-style-type: none"> <li>-Make up a story about a character in a story that has just been read</li> <li>-Talk about what is happening in the stories I have read</li> <li>-Re-tell with picture prompts stories from other cultures and traditions</li> <li>-Begin to answer retrieval questions, finding answers within a text</li> <li>-Begin to make predictions and infer</li> </ul> | <ul style="list-style-type: none"> <li>-Use and understand recently introduced vocabulary during discussions with adults</li> <li>-Know what fact means</li> <li>-Know what a leaflet is used for</li> <li>-Re-read familiar books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>-Develop own explanations by connecting ideas or events</li> <li>-Answer retrieval questions, finding answers within a text with some support from adults</li> <li>-Make simple predictions</li> </ul> | <ul style="list-style-type: none"> <li>-Use and understand recently introduced vocabulary during discussions with peers</li> <li>-Retell a story with actions and / or picture prompts as part of a group</li> <li>-Use some of their own rhyming words when re-telling a story</li> <li>-Explain the main events of a story</li> <li>-Distinguish between capital letters and lower case</li> <li>-Answer retrieval questions, finding answers within a text</li> <li>-Make predictions</li> <li>-Make simple inferences</li> </ul> | <ul style="list-style-type: none"> <li>-Use and understand recently introduced vocabulary during discussions and during role play</li> <li>-Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions</li> <li>-Confidently read longer sentences</li> <li>-Make predictions</li> <li>-Understand that a non-fiction is a non-story</li> <li>-Know that fiction means story</li> <li>-Be able to sort books into categories</li> </ul> |
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| <p><b>Read Write Inc Phonics</b></p> | <p>Whole class teaching:<br/>         -Know and follow the RWI signals to support engagement in learning<br/>         -Know how to orally blend with adult support<br/>         -Recognise the initial sounds through image and repetition of speech<br/>         -Know the Set 1 single sounds: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x<br/>         -Begin to form the set 1 sounds in writing<br/>         -Blend words containing known sounds</p> | <p>In groups set by developmental stage:<br/> <i>-Know how to orally blend with adult support</i><br/> <i>-Recognise the initial sounds through image and repetition of speech</i><br/> <i>-Know the Set 1 single sounds</i><br/> <i>-Blend words containing known sounds</i><br/>         -Know how to form the set 1 sounds in writing<br/>         -Begin to write words using known sounds</p> | <p>In groups set by developmental stage:<br/> <i>-Know the Set 1 single sounds</i><br/> <i>-Blend words containing known sounds</i><br/> <i>-Know how to form the set 1 sounds in writing</i><br/> <i>-Begin to write words using known sounds</i><br/>         -Read a short story using known sounds to accurately blend CVC and CVCC words<br/>         -Know Set 1 special friends (digraphs): sh, th, ch, qu, ng, nk<br/>         -Begin to learn red words: the, l, me, of</p> | <p>In groups set by developmental stage:<br/> <i>-Know the Set 1 single sounds and Set 1 special friends (digraphs): sh, th, ch, qu, ng, nk</i><br/> <i>-Blend words containing known sounds (see word time list)</i><br/> <i>-Write words using known sounds</i><br/> <i>-Read a short story using known sounds to accurately blend CVC and CVCC words</i><br/>         -Know Set 1 special friends (digraphs): ck, ff, ss, ll<br/>         -Begin to learn and read Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy<br/>         -Begin to learn red words: put, no, my, he<br/>         -Begin to read Speedy Green words without Fred talking (see list)<br/>         -Apply known sounds to read alien (nonsense) words</p> | <p>In groups set by developmental stage:<br/> <i>-Know the Set 1 single sounds and Set 1 special friends (digraphs): sh, th, ch, qu, ng, nk, ck, ff, ss, ll</i><br/> <i>-Blend words containing known sounds (see word time list)</i><br/> <i>-Write words using known sounds</i><br/> <i>-Read a short story using known sounds to accurately blend CVC and CVCC words of increasing complexity</i><br/> <i>-Read with increasing accuracy words containing Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i><br/> <i>-Apply known sounds to read alien (nonsense) words</i><br/> <i>-Begin to read Speedy Green words without Fred talking (see list)</i><br/>         -Begin to learn red words: your, said, you, be, are</p> | <p>In groups set by developmental stage:<br/> <i>-Know the Set 1 single sounds and Set 1 special friends (digraphs): sh, th, ch, qu, ng, nk, ck, ff, ss, ll</i><br/> <i>-Blend words containing known sounds (see word time list)</i><br/> <i>-Write words using known sounds</i><br/> <i>-Read a short story using known sounds to accurately blend CVC and CVCC words of increasing complexity</i><br/> <i>-Read and write with increasing accuracy words containing Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i><br/> <i>-Apply known sounds to read alien (nonsense) words</i><br/> <i>-Begin to read Speedy Green words without Fred talking (see list)</i><br/>         -To read with increasing fluency speedy green words (those with increased familiarity)<br/>         -Begin to learn red words: to, go, baby<br/>         -Read some multi-syllabic words containing known sounds: 'rabbit', 'himself', 'jumping' (see word time list)</p> |
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| <b>Writing</b> | <ul style="list-style-type: none"> <li>-Use lines to look like writing</li> <li>-Write symbols and shapes that look like writing</li> <li>-Make marks that go straight and assign meaning to these marks</li> <li>-Write my own first name</li> <li>-Use initial sounds to label characters / images</li> <li>-Begin to form the Set 1 single sounds in writing: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</li> </ul> | <ul style="list-style-type: none"> <li>-Write simple lists</li> <li>-Begin using finger spaces between words</li> <li>-Write simple sentences with support</li> <li>-Know how to form the Set 1 single sounds in writing: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</li> </ul> | <ul style="list-style-type: none"> <li>-Write lists, greeting cards and menus</li> <li>-Use CVC words to write a simple sentence</li> <li>-Use known words to write a simple sentence</li> <li>-Write some of the red words: the, I, me, of</li> <li>-Write captions to match a pictures</li> </ul> | <ul style="list-style-type: none"> <li>-Write names from memory</li> <li>-Write known red words</li> <li>-Consistently use finger spaces between words</li> <li>-Write short captions and messages</li> <li>-Write a simple sentence without help</li> <li>-Confidently write a range of words using Set 1 sounds</li> <li>-Orally recount a visit or experience and then write what has been said</li> <li>-Form lower-case and capital letters correctly</li> </ul> | <ul style="list-style-type: none"> <li>-<i>Write known red words</i></li> <li>-Write more than one sentence about a picture</li> <li>-Write a sentence with a full stop and capital letter</li> <li>-Create own story maps using short sentences to accompany</li> </ul> | <ul style="list-style-type: none"> <li>-<i>Write known red words</i></li> <li>-Extend sentences with 'and'</li> <li>-Write at length (i.e. a well-known story)</li> </ul> |
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**\*children knowing what constitutes a sentence is taught in year 1 e.g. subject, verb. In year R, a sentence is a group of words that can be joined together to make sense e.g. The red cat.**

**\*\*we follow the RWI approach to teaching letter formation e.g. around the apple and down the leaf**

| Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                |
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| <p>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 and 20, 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 tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. This is supported by our direct teaching of mental maths across the year, inclusive of subitising, revisiting learning and teaching key concepts such as time, calendars and seasons. 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 patterns, 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. Daily teaching takes place through Mental Maths recap and retrieval, as well as a daily taught input. We use materials from WhiteRose and NCETM to support progressive teaching and secure mathematical understanding for our children.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                |
| <b>Daily exposure, teaching, recap and retrieval:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>-Time to the hour</li> <li>-Seasons</li> <li>-Weather changes (into a pictogram)</li> <li>-Days of the week</li> <li>-Months of the year</li> <li>-Dates in a month</li> <li>-Numbers of children in the class</li> </ul>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>-Names and drawing shapes</li> <li>-Subitising</li> <li>-Estimation</li> <li>-Coin identification</li> <li>-Counting to 20</li> <li>-Part-part whole</li> </ul>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                |
| <b>Number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- count objects actions and sounds</li> <li>- identify one common property (attribute)</li> <li>- classify using one common attribute</li> <li>- compare and match equal and unequal sets</li> <li>- subitise – fast recognition of 3 numbers without counting</li> <li>- estimate and check by counting</li> <li>- ordering objects</li> <li>- link the numeral with its value to 5</li> <li>-recognise and name 2D shapes</li> <li>- count and represent the numbers 1-5</li> </ul> | <ul style="list-style-type: none"> <li>- accurately count up to five objects</li> <li>- count one more or one less within 5</li> <li>- recognise and order numerals to 5</li> <li>- add numbers within 5</li> <li>- subtract numbers within 5</li> <li>- conserve numbers from 1-5</li> <li>- recognise that zero holds no value</li> <li>- recognise and name 3D shapes</li> <li>- sequence daily events – putting them in order</li> <li>- explore, order and compare capacity</li> <li>- explore, order and compare weight</li> </ul> | <ul style="list-style-type: none"> <li>- Sort 2D shapes</li> <li>- Sort 3D shapes</li> <li>- Accurately count up to 10 objects</li> <li>- Represent numbers 1-10</li> <li>- Explore the value of numbers up to 10</li> <li>- Understand and identify one more, one greater</li> <li>- Understand and identify one fewer or less</li> <li>- Add numbers within 10</li> <li>- subtract numbers within 10</li> <li>- Recognise that addition is counting on</li> </ul> | <ul style="list-style-type: none"> <li>- group numbers to 10 into equal groups</li> <li>- share up to 10 objects into equal groups</li> <li>- group objects in 2s</li> <li>- combine two groups to make one whole</li> <li>- identify and create number bonds to 10</li> <li>- double a number within 10</li> <li>- half a number within 10</li> <li>- accurately use vocabulary to depict time (yesterday, tomorrow, before, after)</li> </ul> | <ul style="list-style-type: none"> <li>- count beyond 10 (to 20)</li> <li>- relate objects to numerals up to 20</li> <li>- describe 2D shapes</li> <li>- describe 3D shape.</li> <li>- add within 20</li> <li>- subtract within 20</li> <li>- count on to 20</li> <li>- count back from 20</li> <li>- describe capacities</li> <li>- compare volumes</li> <li>- compare weights</li> <li>- estimate lengths</li> <li>- compare lengths</li> <li>- order lengths</li> </ul> | <ul style="list-style-type: none"> <li>- Explore the composition of the number 20.</li> <li>- Write numerals to 20</li> <li>- add within 20</li> <li>- subtract within 20</li> <li>- compare 2D shapes</li> <li>- compare 3D shapes</li> <li>- recognise the days of the week</li> <li>- Order the days of the week</li> </ul> |

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|                           | - introduce a number per week from week 4 – including the compositions of these numbers | - explore, order and compare lengths<br>- understand position<br>- describe positions accurately               | - Recognise that subtraction is taking away from<br>- Identify and create number bonds to 5                                                                  |                            |                                                                                                                                                                                      |                                                                           |
| <b>Numerical Patterns</b> | -Continue and copy repeating patterns                                                   | -Explore and represent patterns within numbers up to 10<br>-Recognise when one quantity is the same as another | -Compare numbers up to 10 in different contexts<br>-Recognise when one quantity is greater than another<br>-Recognise when one quantity is less than another | -Create repeating patterns | -Explore and represent how quantities can be distributed equally<br>-Recognise odds and evens<br>-Recognise halves<br>-Recognise doubles<br>-Recognise, complete and create patterns | -Verbally count beyond 20, recognising the pattern of the counting system |

| Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>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 – at Ropley CE Primary School we provide a range of experiences and opportunities for all children. On entry we review children's lived experiences to identify any deficits and then provide additional experiences to support these children's language exposure and understanding of the world to match that of their peers. Experiences for all children include local trips, experience days and 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 children's understanding of our culturally, socially, technologically and ecologically diverse world. This is extended through ensuring literature and experiences are diverse. As well as building important knowledge, this extends children's familiarity with words that support understanding across domains. We further support children in making links across their learning through revisiting previous learning visually on a weekly, half-termly, termly and annual basis.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Past and Present</b><br><br><b>People, Culture and Communities</b><br><br><b>The Natural World</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>-Identify family through photos and talking about them</li> <li>-Talk about what they do with their family and places they have been with them</li> <li>-Talk about how they have changed since being a baby</li> <li>-Draw similarities and make comparisons between other families</li> <li>-Name and describe people who are familiar to them</li> <li>-Discuss celebrations within religions followed by children in class</li> <li>-Begin to understand seasonal changes and weather</li> <li>-Know which adults keep us safe</li> <li>-Know the names of parts of the body</li> <li>-Know that parents care for babies and children</li> </ul> | <ul style="list-style-type: none"> <li>-Understand that there are different jobs and how different jobs help the community</li> <li>-Ask questions of visitors: emergency services, health</li> <li>-Know how to get help to stay safe outside of school</li> <li>-Know how to care for and clean teeth</li> <li>-Know about light and dark</li> <li>-Understand how shadows are created</li> <li>-Experience and retell the Christmas nativity story</li> <li>-Explore old and new toys received at Christmas</li> <li>-Can talk about what they have done with their families during Christmas' in the past</li> <li>-Explore photos of how Christmas used to be</li> </ul> | <ul style="list-style-type: none"> <li>-Celebrate Chinese New Year and comment on differences between New year in the UK and China</li> <li>-Understand changing states of matter in water (freezing, melting, condensation)</li> </ul> | <ul style="list-style-type: none"> <li>-Looking at a map, discuss journey and route</li> <li>-Know about some explorers and how they travelled around the world</li> <li>-Navigate remote control cars on simple maps</li> <li>-Create and label a simple map</li> <li>-Know the names of our country, village and school</li> <li>-Know and comment on some famous landmarks around the world</li> <li>-Retell the Easter Story</li> <li>-Comment on seasonal changes as Spring develops</li> <li>-Share images from home and talk about places that are special to them</li> <li>-Talk about what they see, feel and hear on nature walks and walking to school</li> </ul> | <ul style="list-style-type: none"> <li>-Understand the components of a healthy lifestyle</li> <li>-Know what makes a healthy lunch box</li> <li>-Understand how to keep myself healthy through what I eat, being active and keeping myself clean</li> <li>-Recognise the recycling symbol and understand what is recyclable</li> <li>-Know some ways they can care for the world</li> <li>-Understand the life cycle of frogs/chicks</li> <li>-Be able to make a den with friends (in the Enchanted Wood)</li> <li>-Understand the differences in wind, solar and water power</li> <li>-Explore homes around the world- Where do our families come from?</li> <li>-Build on learning about transport and how it can aid our exploration of the world</li> </ul> | <ul style="list-style-type: none"> <li>-Understand that dinosaurs were alive a long time ago</li> <li>-Learn about what a palaeontologist is and how they explore history using artefacts and fossils</li> <li>-Explore how different foods are made, vegetables and fruits grown</li> <li>-Know how to grow a plant/fruit or vegetable and care for it</li> <li>-Know how minibeasts live and how they support the earth</li> <li>-Make observations and drawings of minibeasts and animals</li> <li>-Review learning about life cycles in animals and our own growth from across the year</li> <li>-Know different farm animals and understand how farms work</li> </ul> |

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|                                                            | -Name my likes and dislikes<br>-Know how to serve myself food from the snack table and regulate what I choose to eat<br>-Talk about they see, feel and hear on nature walks and walking to school                                                                                                                                                                                                                                                                                                                        | celebrated in the past (bring photos in)<br>-Celebrate Diwali and understand differences in celebrations |                                                                                                                                                            | -Make observations and drawings of plants<br>-Comment on differences in environments and places in the world<br>-Comment on changes in state of matter, chocolate melting | -Celebrate Ramadan, Eid Mubarak and Eid El Fitr and understand differences in celebrations<br>-Explore the development of flowers and plants, how they support us and how to care for them and in turn care for our world | -Explore how different machines help us e.g. tractor, aeroplane, car, bus<br>-Comment on seasonal changes across the year<br>-Comment on changes in state of matter for different foods e.g. egg<br>-Talk about they see, feel and hear on nature walks and walking to school<br>-Talk to a visitor about the school and what happens in different learning spaces, including sharing their learning across the year |
| <b>Sticky Knowledge:</b><br><br><b>Religious Education</b> | <ul style="list-style-type: none"> <li>Know we belong to different groups</li> <li>Know that there are different celebrations including birthdays and Christmas</li> <li>Know that there are groups of people called Christians and Jewish people, who are like large families</li> <li>Know that Jewish people have things that are special to them</li> </ul> <b>Ropley Words:</b> Belong, Birthday, Christmas, Family                                                                                                 |                                                                                                          |                                                                                                                                                            |                                                                                                                                                                           |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>RE Units</b>                                            | <b>Special Places</b><br><br>Class Reflection Area<br><br>St. Peter's Church Visit                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Celebration</b><br><br>Why do Christians perform nativity plays at Christmas?                         | <b>Belonging and Special Clothes</b><br><br>Who are Jews and what do Jews believe? - Part 1<br><br>A comparison between Jewish Traditions and Christianity | <b>Love</b><br><br>Why do Christians put a cross in an Easter Garden?                                                                                                     | <b>Creation</b><br><br>Why is the word 'God' so important to Christians?                                                                                                                                                  | <b>Celebration</b><br><br>Shabbat.<br><br>Why do Jews celebrate Shabbat?                                                                                                                                                                                                                                                                                                                                             |
| <b>Sticky Knowledge:</b><br><br><b>Science</b>             | <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Be able to make observations of the natural world, including the effect of changing seasons</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Talk about why things happen and how things work</li> <li>Be able to investigate with different materials</li> <li>Know the importance of good health through physical exercise, healthy diet and be able to talk about how to keep healthy and safe</li> </ul> |                                                                                                          |                                                                                                                                                            |                                                                                                                                                                           |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                         | <ul style="list-style-type: none"> <li>• Be able to name body parts (head, shoulder, knee, toe, eye, ear, mouth and nose)</li> <li>• Know somethings are alive whilst others are dead</li> </ul> <p><b>Ropley Words:</b> Autumn, Spring, Summer, Winter, Material, Exercise, Body, Dead, Alive</p>                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Sticky Knowledge:</b></p> <p><b>Geography</b></p> | <ul style="list-style-type: none"> <li>• Know I live in the United Kingdom, Ropley and attend Ropley CE Primary School</li> <li>• Know how to look at maps and globes and know which parts are land and which are water</li> <li>• Know the different seasons</li> <li>• To know the route from home to school</li> <li>• Know some of the main sights and attractions within the world</li> <li>• Understand some of the cultures of children within my class</li> </ul> <p><b>Ropley Words:</b> Up, Down, Left, Right, Near, Far, Bigger/smaller, Like/dislike, Similar/different, World, Country, Town, House, School, Globe, Map, Weather, Seasons, Transport</p> |
| <p><b>Sticky Knowledge:</b></p> <p><b>History</b></p>   | <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now</li> <li>• Be able to talk about their lived past, including events of significance</li> <li>• Understand that children grow and change e.g. babies, toddlers, children</li> <li>• Be able to share examples of cause and effect e.g. ice cream melting</li> <li>• Understand that certain things occurred outside of their living memory and that this is history</li> </ul> <p><b>Ropley Words:</b> Old, New, Then, Now, Past, Same, Different</p>                                                                                               |
| <p><b>Sticky Knowledge:</b></p> <p><b>Computing</b></p> | <ul style="list-style-type: none"> <li>• Know, with support, how to take photographs using an iPad or tablet</li> <li>• Know and be able to use old keyboards and typewriters within role play</li> <li>• Know how to use remote control cars</li> <li>• Know how to record sound clips</li> <li>• Know what happens when you push buttons on electrical devices</li> <li>• Know the difference between a photograph and a video</li> </ul> <p><b>Ropley Words:</b> On, Off, Photo, Record, Press, Keyboard, Remote Control, Push and Button</p>                                                                                                                      |

| Expressive Arts and Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. At Ropley CE Primary School this includes joining whole-school experiences, including nativity performances. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. We believe in exposing children to different musical worlds and instruments, as well as opportunities to express themselves through drama and dance.</p> <p>Painting, 3D modelling, messy play, collage, cutting, threading, moving to music, clay sculptures</p> |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><i>With increasing confidence, independence, expression and response:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>-Dance</li> <li>-Create puppet shows</li> <li>-Role play</li> <li>-Listen to music</li> <li>-Retell nursery rhymes, poems and stories</li> <li>-Dress up and character role-play</li> <li>-Respond to music with movement and dance</li> </ul>                  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Creating with Materials</i></b><br><br><b><i>Being Imaginative and Expressive</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>-Join in with repeating rhymes and poems</li> <li>-Create a self-portrait</li> <li>-Use pencils, pens independently to express</li> <li>-Use paint with supervision to create and express</li> <li>-Role play known scenarios within the home corner</li> </ul> | <ul style="list-style-type: none"> <li>-Sing and perform in a group as part of the nativity</li> <li>-Retell a nursery rhyme learned</li> <li>-Create a Christmas stocking using sewing skills</li> <li>-Role play celebrations known to me e.g. birthday, Christmas</li> <li>-Use pastels and collage with support to create and express</li> </ul> | <ul style="list-style-type: none"> <li>-Retell a poem learned</li> <li>-Use split pins to create joins</li> <li>-Evaluate a creation and explain the processes they used</li> <li>-Keep to time within a song or poem performance</li> <li>-Use a knife to prepare food for a snack</li> <li>-Use paint to mix colours</li> <li>-Know how to make different colours when mixing with support</li> <li>-Act and role play different situations within self-directed play, including given spaces (home corner) and open spaces (construction)</li> </ul> | <ul style="list-style-type: none"> <li>-Retell a story learned</li> <li>-Use tape and glue to create transport, including aeroplanes</li> <li>-Create a card for a loved one</li> <li>-Create a card using finger printing independently, adding detail</li> <li>-Create music using a percussion instrument</li> <li>-Use different utensils to make an Easter nest with independence in stirring and mixing</li> <li>-Independently mix and create using paint</li> </ul> | <ul style="list-style-type: none"> <li>-Use tape, glue or split pins to create own junk modelling houses and bridges</li> <li>-Explore Dance: Fairy tales</li> <li>-Perform a poem in a small group</li> <li>-Perform a puppet show of a learned traditional tale</li> <li>-Select appropriate props and materials when retelling stories</li> <li>-Create using paint, collage and junk modelling with support</li> </ul> | <ul style="list-style-type: none"> <li>-Create own stories and perform them</li> <li>-Create own dances and perform them</li> <li>-Create own musical pieces, including songs</li> <li>-Perform to the class a talent</li> <li>-Explore Dance: Farm and minibeasts</li> <li>-Use junk modelling to make own creations</li> <li>-Recreate a self-portrait, comparing and evaluating it against one from the start of the year</li> <li>-Create own pieces using any material from across the year</li> </ul> |

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|                        |                                                                                                                                                  |  |                                                                                                                                                                                                |                                                                                                                       |                                                                                                                                                              | -Develop plans for creations, prior to development                                                                                                                                |
| <b>Art Units</b>       | PASTELS AND COLLAGE<br><br>Starry Night<br><br>Van Gogh<br><br> |  | PAINTING<br><br>Colour mixing<br><br>Wassily Kandinsky<br><br>                                               | Application of painting and colour mixing<br><br>Finger painting frog and chick cards<br><br>Junk modelling transport | COLLAGE AND PAINTING (make a house and collage)<br><br>JAMES RIZZI<br><br>                                                                                  | Application of collage and junk-modelling<br><br>Collage and junk-modelling creation of minibeasts and farm animals<br><br>Clay marine animals<br><br>Progression from play dough |
| <b>Provision Links</b> |                                                                                                                                                  |  | <ul style="list-style-type: none"> <li>• Craft table – colour mixing, can you make the colour of....?</li> <li>• FMS – colour circles out of paper – independent application of art</li> </ul> |                                                                                                                       | 3 Little Pigs <ul style="list-style-type: none"> <li>• Small world – create a street of houses</li> <li>• Art/craft table – create windows on houses (boxes or paper)</li> <li>• Maths – Numicon buildings, how many in each house?</li> </ul> |                                                                                                                                                                                   |

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| <b>Sticky Knowledge:</b><br><br><b>Art</b>                   | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques</li> <li>• Share their creations with adults and be able to explain the processes they have used</li> <li>• Know a range of different colours</li> <li>• Know primary colours and how to mix them to make secondary colours</li> <li>• Know how to use and control a variety of media e.g. paint, pencils, pens, crayons, chalk</li> <li>• Know how to use scissors to cut</li> <li>• To use glue with control</li> </ul>                                                                                                                                                                         |                                                                                  |                                                              |                                                           |                                                               |                                                                         |
| <b>Design and Technology</b>                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | TEXTILES<br><br>Christmas stockings                                              | MECHANISMS<br><br>Split-pin use to create moving Superheroes | FOOD AND NUTRITION<br><br>Easter Nests, melting           | STRUCTURES<br><br>Junk-modelling houses and forests           |                                                                         |
|                                                              | FOOD AND NUTRITION<br><br>Healthy Eating – Caring for my body, teeth and mind<br><br><i>(Snacks and snack table use)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  |                                                              |                                                           |                                                               |                                                                         |
| <b>Sticky Knowledge:</b><br><br><b>Design and Technology</b> | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques</li> <li>• Know different ways to join materials together (stitching, gluing, taping, pinning)</li> <li>• Know how to, with support, join fabrics using weaving</li> <li>• Be able to create a structure in different ways</li> <li>• Share their creations with adults and be able to explain the processes they have used</li> <li>• Know how to wash hands for good hygiene</li> <li>• With support know how to cut/chop their snacks safely</li> <li>• Know how to use a spoon to mix</li> </ul> Ropley Words: Mix, Bowl, Spoon, Chop, Cut, Board, Hygiene, Clean, Thread, Weave, Join, Model |                                                                                  |                                                              |                                                           |                                                               |                                                                         |
| <b>Music Units</b>                                           | Charanga unit – Me!<br><br>Collective Worship Songs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Charanga unit – My Stories<br><br>Nativity songs<br><br>Collective Worship Songs | Charanga unit – Everyone!<br><br>Collective Worship Songs    | Charanga unit – Our World<br><br>Collective Worship Songs | Charanga unit – Big Bear Funk<br><br>Collective Worship Songs | Charanga unit – Reflect, Rewind, Replay<br><br>Collective Worship Songs |
| <b>Sticky Knowledge:</b>                                     | <ul style="list-style-type: none"> <li>• Sing a range of familiar songs and rhymes</li> <li>• Be able to perform in front of a small audience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  |                                                              |                                                           |                                                               |                                                                         |

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| <b>Music</b> | <ul style="list-style-type: none"><li>• Listen and respond to music</li><li>• Perform actions to rhymes or songs</li><li>• Sing in unison</li><li>• To join in with a steady beat</li><li>• Know the difference between loud, quiet and silent</li><li>• Know how to make a sound using a range of percussion instruments</li></ul> |
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