





Shottery St Andrew's CE Primary School, Reception and Year 1 Curriculum Plan 2024-25

	Appreciation of cultures of others as it arises from home backgrounds and within the books shared.	Respond positively to artistic and musical opportunities.	Understand and appreciate the range of different cultures within school.		Explore and show respect for different national and global communities.		
British Values 	We know who to talk to if we do not feel safe.						
	Democracy – We all have a right to be listened too.	Democracy – We have the opportunity to play with who we want to.	Democracy – We respect everyone and we value their different ideas and opinions.		Democracy – We listen with intrigue and value and respect the opinion of others.		
	Rule of Law – We know that we need rules at school. Class Charter Shottery Stars	Rule of Law – We know right from wrong. Shottery Stars	Rule of Law – We understand the importance of telling the truth. Shottery Stars	Rule of Law – We recognise that we are accountable for our actions. Shottery Stars	Rule of Law – We can work together as a team when necessary Shottery Stars	Rule of Law – We can cope with disagreements and fall outs with friends. Shottery Stars	
	Individual Liberty – We are all unique. e-safety	Individual Liberty – We are all respected as individuals.	Individual Liberty – We respect all people and their beliefs.	Individual Liberty – Anti-bullying culture Healthy me	Individual Liberty – Taking responsibility for own actions	Individual Liberty – We all have the right to have our own views.	
	Tolerance and Respect – We follow the principles of the Class Charter.	Tolerance and Respect – We are kind, considerate and helpful to others.	Tolerance and Respect – Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.		Tolerance and Respect – We are starting to understand what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.		
	Picture News Collective Worship						
Assessment opportunities 	RBA Baseline School assessment Reception Y1 Phonics baseline	Ongoing assessments and observations Parent’s Evening Moderation meeting Pupil Progress Meeting	Ongoing assessment and observations GLD projections for end of year Phonics monitoring assessments Cluster moderation	Ongoing assessment and observations Pupil Progress Meetings Parent’s Evening	Ongoing assessment and observations Cluster/in house moderation	Ongoing assessment and observations EOY data on FS Profile Pupil Progress Meetings Y1 Phonics Screening Data analysis and handover	



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<div>Parent involvement</div> <div></div>	Harvest Festival Reception story time Parent bags (day1) Phonics workshop YR Songs, Rhymes and picture show	Nativity Play Carol Service Parent’s Evening Phonics workshop Y1 Stay and Play Session-traditional Games		Parent’s Evening Easter Church Service	Royal Garden Party	Sports Day Reports Teddy Bear’s Picnic Leaver’s Service	
Prime Area: Personal, Social and Emotional Development							
<div>Reception</div> <div></div> <div>Self-Regulation</div>	Identify a wide range of emotions – cross, worried, calm etc. Say what has made them feel that way.	Talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.		Understand their own feelings. Identify some ways to distract self and self-regulate emotions.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions		
	Identify when someone is doing something that makes them uncomfortable and is beginning to communicate this.	Begins to set own boundaries.		Set own boundaries and respect the boundaries of others.			
		Give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help		Direct attention as necessary in a range of contexts.			
	Beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed.	Recognise when and how they need to respond to a friend.		Understands others’ feelings, offering empathy and comfort			
	Explain what they are good at and what they need to get better at.	Understand how they can improve	Has a positive sense of self and sees themselves as a valuable individual				
	Can pay attention to more than one thing at a time.	Understands how to listen carefully and why it is important.	Respond appropriately even when busy with something else				



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	Follows simple instructions well.	Begins to follow a longer list of instructions.	Follows a longer list of instructions in a range of contexts		
Reception  Manging Self	Selects from a wide range of activities and resources, usually independently. Willing to try new challenges.	Seeks out opportunities to try new things. Has a clear idea about what they want to do and how they want to go about it.	Describe their competencies, what they are getting better at, describing themselves in positive but realistic terms.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
	Developing resilience, trying to do something difficult which they want to achieve.	Persists and perseveres to reach their intended goal. Able to wait for what they want	Shows persistence, perseverance and resilience in the face of challenge.		
	Aware of, and follows, rules in the new setting, and knows why rules need to be followed.	Knows what is right and what is wrong.	Aware of behavioural expectations and sensitive to ideas of justice and fairness.		
	Talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs.	Usually accepts having to wait for a short time for needs to be met.	Expresses personal needs. Accept having to wait a short time for needs to be met. Has established a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.		
	Dresses self. Pays regard to the order clothes need to be put on.	Some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer.	Supports friends to dress if they need help e.g. in role play.		
	Expresses likes and dislikes in food. Beginning to understand that some foods are less healthy than others, but can be eaten in moderation.	Eats a healthy range of foodstuffs and understands the need for variety in food. Understands that some foods are less healthy than others but can be eaten in moderation.	Understands the importance of making healthy food choice in their diet.		
Reception  Manging Self					


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<div>Reception</div> <div></div>	Work in a pair or three to solve a problem with some adult support.		Solve problems co-operatively, resolving most conflicts themselves.		Developing skills of negotiation and compromise.		<div>Work and play cooperatively and take turns with others.</div> <div>Form positive attachments to adults and friendships with peers.</div> <div>Show sensitivity to their own and others' needs.</div>
	Able to resolve some conflicts by themselves, returning to the secure base of a familiar adult for support in difficult situations.		Developed some appropriate ways of being assertive.		Can determine when a situation requires adult intervention.		
	Understands they may need to wait their turn and can anticipate this, including in group time.		Watches the person who is speaking and knows when it is their turn to speak.		Takes turns with others in conversation in a range of contexts.		
	Beginning to show sensitivity to the needs of others and adjust their response.		Shows sensitivity to the needs of others and is increasingly flexible and co-operative.	Shows sensitivity to the needs of others, beyond own friendship group. Developed friendships helping them to understand different points of view and to challenge their own and others' thinking.			
<div>Building Relationships</div>							
<div>PSHE</div>	<div>Promote the spiritual, moral, social, cultural, mental and physical development</div> <div>Prepare pupils at the school for the opportunities, responsibilities and experiences of later life;</div> <div>Promote British values.</div>						
<div></div> <div>Reception</div>	<div>Self-regulation: My feelings</div> <div>children learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</div>	<div>Building relationships: Special relationships</div> <div>children learn to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</div>	<div>Managing self: Taking on challenges</div> <div>children learn to understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</div>		<div>Managing self: My wellbeing</div> <div>children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</div>	<div>Building relationships: My family and friends</div> <div>children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</div>	

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<div></div> <div>Y1</div>	<div>Self-regulation: My feelings</div> <div>children learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</div>	<div>Family and relationships</div> <div>Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.</div>	<div>Citizenship</div> <div>Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy</div>	<div>Health and wellbeing</div> <div>Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy</div>	<div>Safety and the changing body</div> <div>Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe</div>	<div>Economic wellbeing</div> <div>Learning about a range of money and bank functions including cash safety, spending, saving and jobs.</div>	
Prime Area: Physical Development							
<div>Gross Motor Skills</div> <div><div>Gross Motor</div></div>	<div>Good coordination and balance when negotiating people and equipment.</div> <div>Able to climb on climbing blocks.</div> <div>Uses trikes and scooters confidently.</div> <div>Uses brooms to brush and spades to dig in sand and soil.</div>	<div>A range of ways to move appropriately, e.g. jumping, hopping, sliding.</div> <div>Climb over, under and through obstacles.</div> <div>Uses large construction to build.</div>	<div>Throw, kick, pass and catch a large ball.</div> <div>Balance on and off equipment.</div> <div>Jump safely from a piece of equipment.</div>	<div>Negotiate space and obstacles safely, with consideration for themselves and others</div> <div>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</div> <div>Demonstrate strength, balance and coordination when playing</div>			

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<div>Fine Motor Skills</div> <div></div>	Use scissors to make snips and cut lines, holding scissors in one hand.		Attempts to use a tripod grip with some consistency.		Sits at a table to write.		<div>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</div> <div>Use a range of small tools, including scissors, paint brushes and cutlery.</div> <div>Begin to show accuracy and care when drawing.</div>
	Copy some recognisable letter shapes from name.		Often chooses to draw, representing recognisable objects or shapes in work.		Holds a pencil in a tripod grip.		
	Holds pencil in fingers rather than a whole hand grasp.		Use scissors to cut along curved lines, holding scissors in the correct position.		Uses scissors to cut around more complex shapes.		
	Shows a preference for a dominant hand.		Able to mould and shape clay with fingers and tools.				
	Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).						
<div>PE</div>	<div>Develop fundamental movement skills, Running, jumping, throwing, catching, dancing</div> <div>Extend their agility, balance and coordination</div> <div>Engage in competitive and cooperative physical activities</div>						
	<div>Ball Skills</div> <div>Throwing</div> <div>Catching</div> <div>Rolling</div>	<div>Driving games</div> <div>Superheroes</div> <div>Space</div> <div>Pirates</div> <div>Dinosaurs</div> <div>Star Wars</div> <div>Christmas</div>	<div>Invasion Games</div> <div>Involves attack vs defence</div>	<div>Gymnastics</div>	<div>Striking and hitting games</div>	<div>Sports day practice</div>	
	<div>Working together PE</div> <div>Working in pairs</div> <div>Working in groups</div> <div>Games where you have to take it in turns</div> <div>Sharing</div>	<div>Dodgeball games</div>	<div>Movement and Dance</div> <div>different movements for children to experiment.</div>	<div>Heart-Related Fitness</div>	<div>Using body parts</div> <div>Bats, rackets and sticks</div>	<div>Fielding games</div>	

Prime Area: Communication and Language



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

(EYFS Statutory Educational Programme 2024)

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Participate in interactions and conversations throughout the day. Engage in story times. Listen carefully to rhymes and songs. Listen to and talk about selected stories to build familiarity and understanding. Learn rhymes, poems, and songs. Ask questions extend and elaborate and to check they understanding. Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in conversation and role play. Develop social phrases.						
Reception  Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times, joining in with repeated phrases and actions.</p> <p>Respond to simple instructions.</p>	<p>Listen to stories and recall the main events.</p> <p>Respond to instructions with more than one step.</p> <p>Respond to how and why questions.</p> <p>Contribute sensible comments to discussions and conversations.</p>	<p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Respond to discussion with comments and questions.</p> <p>Listen in whole school Collective Worship and recall some of the themes and comments at a later stage.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	
Reception  Speaking	<p>Engage in conversation with adults and peers.</p> <p>Talk in front of a small group.</p> <p>Ask questions.</p>	<p>Communicate confidently with peers and adults.</p> <p>Use talk to communicate needs, news, feelings and ideas.</p> <p>Use new vocabulary.</p>	<p>Enjoy being part of conversations and discussions and uses new vocabulary in context.</p> <p>Use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.</p> <p>Use plurals and tenses appropriately.</p> <p>Link statements and stick to a main theme.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Express their ideas and feelings about experiences using full sentences, including use of past, present and future tenses and conjunctions, with modelling and support from their teacher.</p>	

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<div>Year 1</div> <div>Speaking and Listening</div> <div></div>	<div>Listen and respond appropriately to adults and peers.</div> <div>Speak clearly with increasing confidence and accuracy.</div> <div>Maintain attention and participate actively in collaborative conversations.</div> <div>Use spoken language to develop understanding and vocabulary.</div> <div>Ask relevant questions to extend their understanding and knowledge.</div> <div>Participate in discussions, presentations, performances, role play.</div> <div>Start to consider the needs of the listener.</div>					
Specific Area: Literacy						
<div>English</div> <div></div> <div>Class Texts</div>	Once there were Giants And Tango makes three	Y1 Introduction to short chapter books Flat Stanley	Y1 Introduction to short chapter books The Hodgeheg	Y1 Introduction to short chapter books The boy who Grew Dragons	Y1 Introduction to short chapter books Fantastic Mr Fox	Y1 Introduction to short chapter books The Owl who was afraid of the dark
Story of the Day Voting						
<div>Drawing Club</div> <div></div>	Not Now Bernard David Mckee The Little Red Hen The Colour Monster Anna Llenas The magic Porridge Pot Pirate Pete Nick Sharratt Goldilocks What's in the Witch's cupboard? Nick Sharratt	We're going on a bear hunt Michael Rosen 3 Billy Goats Gruff A dark, dark tale Ruth Brown Gingerbread Man Rosie's Walk Pat Hutchins 100 Decker Bus Mike Smith Wacky Races	The Giant Jam Sandwich Pat Hutchins Three Little Pigs Hansel and Gretel Superworm Julia Donaldson Mr Benn - Zookeeper	Farmer Duck Martin Waddell Jack and the Beanstalk Hairy Toe Daniel Postgate The Enormous Turnip Where the Wild things are Maurice Sendak Popeye	Room on a Broom Julia Donaldson Chicken Licken What Ever Next! Jill Murphy Stuck Oliver Jeffers The story of Little Mole Werner Holzwarth Roadrunner	Handa's Surprise Eileen Browne Stone Soup Penguin Polly Dubar The Runaway Pancake Pink Panther
<div>Reception</div> <div></div> <div>Reading</div>	Enjoy listening to stories. Retell a simple story using pictures. Sequence familiar stories.	Listens attentively to stories. Talk about the main events in the story. Answer questions about favourite stories.	Identify and talk about the characters in the books. Retell and make up own stories using vocabulary that has been learnt. Begin to predict what may happen in the story and suggest how a story might end. Enjoy an increasing range of books.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	.

[illegible]



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<div>Reception Writing</div> <div></div>	<p>Ascribes meaning to signs, symbols and words.</p> <p>Talk about ideas they want to write about.</p> <p>Writes some letters accurately.</p> <p>Write some or all of their name.</p>	<p>Know phonemes are represented by graphemes.</p> <p>segment 19 common consonants and vowels.</p> <p>Writes own name</p> <p>Says a simple sentence for writing (oral and count words).</p>	<p>Create texts to communicate meaning</p> <p>Articulate ideas before writing</p> <p>Write words, simple phrases and sentences using phonic knowledge and learnt common exception words.</p> <p>Start to use capital letters, full stops and spaces between words.</p> <p>Form lower case and capital letters correctly.</p> <p>Re-read what they have written.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Write simple phrases and sentences that can be read by others.</p>	
<div>English Year 1</div> <div> </div>	<p>Transcription</p> <p>Spell words using known phonemes</p> <p>Spell some Y1 common exception words.</p>	<p>Transcription</p> <p>Spell words using known phonemes</p> <p>Spell some Y1 common exception words</p> <p>Spell some days of the week</p> <p>Name the letters of the alphabet</p>			<p>Transcription</p> <p>Spell words using known phonemes</p> <p>Spell most Y1 common exception words and days of the week</p>	<p>Add suffixes - s /es, – ing, -ed</p> <p>Add prefix – un-</p> <p>Name the letters of the alphabet in order</p>
Write simple dictated sentences (Phonics)						
<p>Composition Writing to inform</p> <p>The Hungry Caterpillar The Dot / Ish Peter Reynolds</p> <p>I am Henry Finch Alexis Deacon thought / speech bubbles, lists, commands,</p> <p>Dadaji’s Paintbrush</p>	<p>Composition Writing to inform Dinosaurs and all that Rubbish Michael Foreman Pamphlets Letters, setting descriptions, instructions, narrative retellings, posters</p> <p>Writing to entertain</p>	<p>Composition Writing to entertain</p> <p>The Magic Bed John Burningham Own version fantasy stories Setting descriptions, additional scenes, descriptions of magical pieces of furniture, lists</p> <p>Writing to inform</p>	<p>Composition Writing to entertain</p> <p>Naughty Bus by Jan Oke Own adventure</p> <p>Writing to inform Lubna and Pebble Wendy Meddour and Daniel Egnéus Labels, thank you notes, speech bubbles, advice postcards, instructions</p>	<p>Composition Writing to inform</p> <p>Astro Girl By Ken Wilson Max Fact files about being an astronaut commands How to guides</p> <p>Writing to entertain Beegu By Alexis Deacon</p>	<p>Composition Writing to inform Bringing the Rain to Kapiti Plain Verma Aardema Tourist information leaflets Labels and captions, retellings, simple explanations</p> <p>Writing to entertain</p>	






Specific Area: Mathematics						
 Reception  Number	Getting to know you Compare amounts	Representing, Comparing It's me 1, 2, 3 Composition of 1,2,3 Representing Numbers to 5	Introducing Zero 6, 7 and 8 Combining 2 groups	9 and 10 Bonds to 10	Building Numbers Beyond 10 Adding More Taking Away	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Reception  Numerical Patterns	Match, sort and compare Exploring Pattern	1 more and less	Comparing Numbers to 5	Comparing Numbers to 10	Counting Patterns Patterns and Relationships Doubling, Sharing and Grouping Even and Odd	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Reception 	Talk about measure and pattern	Circles and Triangles Positional Language Shapes with 4 sides	Compare Mass/ Capacity Length and Height Time	3D Shape and Pattern	Visualise, Build and Map	
Year 1 Maths 	Develop Fluency, reasoning mathematically and problem solving Develop confidence and mental fluency with whole numbers, counting, place value, addition and subtraction Recognise, describe, draw, compare and sort different shapes Use a range of simple measures for length, mass, capacity / volume, time and money Use the full range of Y1 mathematical vocabulary identified in the National Curriculum and White Rose Maths resources					
White Rose	Place Value (10) Addition and Subtraction (10)	Addition and Subtraction (10) Shape	Place Value (20) Addition and Subtraction (20)	Place Value (50) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction	Place Value (100) Money Time Ready to Progress
Mastering Number	Units 1-5	Units 6-10	Units 11 -15	Units 16-20	Units 21- 26	Ready to Progress
Maths Cross Curricular	Measuring– Making gingerbread men Science: Measuring body parts YR Number rhymes	YR How tall? YR Shopping	Compare Animal facts (Top Trump style) Games: Dominoes Tiddlywinks		Opening times Measuring Shape and pattern	
Specific Area: Understanding the World						
Reception	Talk about sequences relevant to them.	Knows the days of the week and their order	Knows 'then' and 'now' as a concept.	Knows the order of the seasons	Talk about the lives of the people around	Understand the past through settings, characters and events

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<div>Past and Present</div> <div></div>	Sequence stories.		Use ordering language e.g. first, next, after that. Compare personal experiences with what they can find out about the past.	them/ their roles in society. Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	encountered in books read in class and storytelling.	
	Sequence family members, explaining who they are. Explain the key differences in what family members of different ages can and can't do. Describe some family memories. Notice and celebrate things they can do now that they could not do when they started school.		Can identify similarities and differences in jobs Understands wider roles in society e.g. student, volunteer, parent, retired Can identify the role of the emergency services in society and know how to call for help Can talk about their aspirations for their own role in society.			
<div></div> <div>Year 1</div> <div></div> <div>History</div>	<div>Changes within living memory Events beyond living memory that are significant nationally or globally Lives of significant individuals in the past</div> <div>Chronological Understanding distinguish between past and present. Order and sequence events and objects. Identify similarities and differences. Use some everyday terms about the passing of time.</div> <div>Historical enquiry Find answers to simple questions using sources of information e.g artefacts</div>					
	How am I making History? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate		How have homes changed? Sequencing household objects into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how kitchens have		How has space exploration changed? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they	

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	chronology. Beginning to look at a simple timeline extending back to before they were born.		changed and 'interview' a maid before considering what equipment may be like in the future.		explored, before comparing explorers and discussing ways in which these significant people could be remembered.	
Reception	Talk about the world around and the people and places that are familiar.				Understand differences between where they live and another area in the UK – using observation, discussion and books	
People, Cultures and Communities	Identifies some features on a map				Compare life for children in different countries.	
	Through stories begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries				Use a range of ways to find out about life in the UK compared with other countries and articulate these.	
	Know some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family.				Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	
	Talk about past and present events in their own life and in the lives of family members.				Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	
	Know that other children do not always enjoy the same things and be sensitive to this.				Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	
Reception	Know about similarities and differences between themselves and others, and among families, communities and traditions.					
People, Cultures and Communities	Shows positive attitudes about differences between people.	Name some places of worship.	Articulate what others celebrate and understand that some special days repeat annually.	Discover what might happen on some special days e.g. Christmas, Eid.		
	Join in with celebrations and recalls what happened last time on that day.	Know why religious venues are special and who goes there.				





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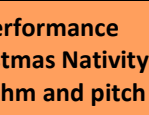
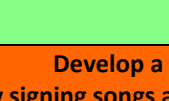
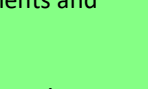
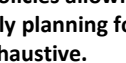
RE 	Know that Collective Worship is part of the life of the school community. Talks about some features of a Christian Church and knows that the school is connected to Shottery St Andrew's Church					
	F1 Which stories are special and why?	F2 Which people are special and why?	F3 Which places are special and why?	F4 Which times are special and why?	F5 Where do we belong?	F6 What is special about our World?
Celebrations and Enrichments	Halloween	Bonfire Night Remembrance Day Poppy Trail Diwali Advent / Christmas	New Year Chinese New Year Shrove Tuesday Ash Wednesday	Mother's Day Easter 100 Days of School Shakespeare Week	Eid Al Fitr Ramadan	
Reception  The Natural World	Explore the natural world around them. Identifies some features on a map Name different settings in familiar stories (e.g. hill / forest / town/ farm/ pond etc	Know what plants and animals need to survive. Talks about a range of different life cycles. Talk about the features of their own immediate environment and how environments might vary from one another.	Comments and asks questions about aspects of their familiar world. Talks about some of the things they have observed. Looks closely at similarities, differences, patterns and change. Know about similarities and differences in relation to objects and materials.	Know some similarities and differences between the natural world around them and contrasting environments. Develop an understanding of the effect their behaviour can have on the environment.	Observes some features in the natural world in a contrasting environment from where they live and draw what is seen Knows that organic things decay over time e.g. compost. Understand some of the effects their behaviour can have on the environment.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Reception  The Natural World			Understands the effect of changing seasons on the natural world.		Observe and interact with natural processes, such as a sound causing a vibration, a magnet attracting an object. Observe the natural process of light casting a shadow	

Experience and observe phenomena, look closely at the natural and humanly-constructed world around them Be curious and ask questions about what they notice, Group and classify things Perform simple tests, Observe changes over time Use a range of appropriate scientific vocabulary (reading and spelling words in line with their reading and spelling knowledge)						
Year 1 Science 	Forces and Space: Seasonal changes children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job.	Materials: Everyday Materials Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties.	Animals: Sensitive Bodies Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.	Animals: Comparing Animals Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.	Plants: Introduction to Plants children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts.	Making Connections: Investigating Science through stories Using picture books as inspiration, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They build waterproof animal homes with natural materials and sort birds according to their diet
	Develop knowledge about the world, United Kingdom and locality Understand basic subject specific vocabulary relating to human and physical geography Use geographical skills including first-hand observations and develop greater locational awareness					
Year 1 Geography 		Where am I? (What is it like here?) Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes		How do the seasons change in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.		What is it like to live in Kenya? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on Kenya. Children identify physical features of Kenya using aerial photographs and maps before identifying

		around the school grounds and carrying out an enquiry as to how their playground can be improved.				human features, through exploring land-use. They compare the human and physical features of Kenya to features in the local area and make a simple map using data collected through fieldwork.
	Understand and use a range of appropriate geographical vocabulary					
Specific Area: Expressive Arts and Design						
<div>Reception</div> <div></div> <div>Creating with Materials</div>	<div>Drawing: Marvellous marks</div> <div>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</div>	<div>Painting and Mixed Media: Paint My World</div> <div>Use different techniques and materials to achieve the desired effect and talk about what has been created. Mix colours to produce different shades and combine materials to create different textures Begin to plan a design before starting. Use a range of tools and equipment and selects the most appropriate tool or joining material for the job.</div>	<div>Craft and design: Let's get crafty</div> <div>Developing cutting, threading, joining and folding skills through fun, creative craft projects.</div>	<div>Sculpture and 3D: Creation station</div> <div>To explore playdough and its properties. To use tools safely and with confidence. To explore clay and its properties. To create natural 3D landscape pictures using found objects. To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture.</div>	<div>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</div> <div>Share their creations, explaining the process they have used.</div> <div>Make use of props and materials when role playing characters in narratives and stories.</div>	
Art and Design Year 1	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to share ideas, experience and imagination Use colour, pattern, texture, line and shape in their work Discover the work of artists and make links to their own work					

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	Make your Mark Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.	Painting and mixed media: Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by. Kandinsky.		Sculpture and 3D: Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. Artist: Julie Wilson		Craft and Design: Woven Wonders Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.
Seasonal Enrichments	International Dot Day The Big Draw Festival	Poppies Hibernation Boxes Sliding Santa Chimneys Tree decorations		Spring Petal Mandalas		
Year 1 D&T 	Use creativity and imagination to design, make and evaluate products that solve a real and relevant problem in a variety of contexts					
	Mechanisms: Making a moving storybook Explore slider mechanisms and the movement they output to design, make and evaluate a moving storybook from a range of templates.	Design, Make and Evaluate: Textiles Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.	Structures: Constructing a windmill Build structures exploring how they can be made stronger, stiffer and more stable	Mechanisms: Wheels and axle Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.	Cooking and Nutrition Fruit Salad Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.	

Reception Being Imaginative	Experiment with a range of percussion instruments.	Play alongside others to develop storylines in role play or small world.	Play a range of percussion instruments and glockenspiel.		Invent, adapt and recount narratives and stories with peers and their teacher.	
	Join in with singing in a familiar group.	Sing and perform familiar songs.	Use instruments to compose own music.		Sing a range of well-known nursery rhymes and song	
Access role play and small world resources.	Move in response to music.	Collect resources to develop own role play storylines.		Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		
Music 	Develop a love of music Use their voices expressively and creatively by signing songs and rhymes, Play untuned instrument, Listen to a range of music					
	Introducing Beat	Performance Christmas Nativity Rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch	Fun with improvisation	Explore sound and creating a story
Computing 	Digital Literacy and Online Safety; Computational Thinking and Computers and Hardware					
	Computing systems and networks: Improving mouse skills	Programming 1: Algorithms unplugged	Programming 2: Bee-Bot	Data handling: Introduction to data	Skills showcase: Rocket to the moon	Creating media: Digital imagery
	Online safety: Year 1					
 Experience Pathways	<u>Autumn</u> Memorable experiences: Super Starter/ Fabulous Finish EYFS / KS1 Nativity Magic Alley – Santa visit Road Safety		<u>Spring</u> Memorable experiences: Super Starter/ Fabulous Finish Careers experiences: Jobs in the community - police, fire, nurse.		<u>Summer</u> Memorable experiences: Super Starter/ Fabulous Finish Careers experiences: Enterprise Experience	
						
Church and Community	Harvest Festival	Remembrance Day St Andrew's Day Carol Service	Shrove Tuesday Ash Wednesday	Easter Service	St George's Day Shakespeare's Birthday	Leavers Service
	International Dot Day (15 th September)		Visit Church	100 Days of School Shakespeare Week		

This plan ensures that the curriculum is sequenced and progressive across the year and allows year 1 children to develop their learning further within a mixed age class. It uses the curriculum guidance for EYFS including Development Matters and Early Learning Goals and the National Curriculum for Year 1 and is in-line with school policies allowing progression of skills and knowledge throughout the school. The plan is further developed through the medium term and weekly/ daily planning for the class.

Examples of vocabulary are inclusive but not exhaustive.



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