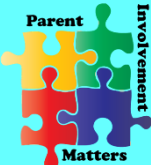


Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5 ¹⁶							
Collective worship	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect	Generosity
Picture News	Opportunities to learn from our world and develop respect for other's beliefs, feelings and faiths. Encouraging exploration, discussion, challenge and inspiring children to learn!						
	 What is your favourite story? A: How am I making History?	 A: What is it like here?	 A: How have toys changed?	 A: What is the weather like in the UK?	 How have explorers changed the world?	 A: What is it like to live in Shanghai?	 Art Week A: Colour
Super Starter	Story Teller	Shottery Expedition	'Shottery Museum' (artefacts from the past)	Puddle splashing!	Magic Carpet	Let's go travelling Airport role play	
Fabulous Finish	Songs, Rhymes and picture show (Parents)	Presentation to HT	Come and Play Session - traditional Games (Parents)	Let's present the weather forecast			
SMSC	Spiritual Planning for and offering magical moments, acknowledging the of importance of enjoyment to well-being through having fun, encouraging strong relationships						
	Supporting imagination and creativity through stories and rhymes.	Encouraging children to reflect on their experiences.	Encouraging an appreciation of nature.	Encouraging awe and wonder for objects.	Encouraging children to reflect on their experiences.	Encouraging awe and wonder for their environment.	Use imagination and creativity in their learning.
	Moral – Promote values through stories and staff modelling. Establishing the class charter and supporting children to follow agreed rules. Use of a Restorative Approach to encourage children's understanding of feelings of others. Talking about values and feelings linked to colour monsters. Praise and rewards for demonstrating school values.						
	Social - Staff and buddies to encourage children to form friendships. Supporting social skills, inclusion, cooperation and development throughout play, learning experiences and snack and lunchtime. Support development of respectful behaviour e.g. listening to others, not invading other children's space. Sharing a wide range of quality inclusive texts/stories and social stories with children						

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

	Cultural – Developing an awareness of our own culture - families, christenings, birthdays, weddings, and Christianity - Advent, Christmas, Easter, Pentecost, Saints Days etc.						
	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.		Respond positively to artistic opportunities.
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.		Democracy – Expressing views
	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	Rule of Law – 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.	Individual Liberty – Self-expression
	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

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

Parent involvement 	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							
Reception  Self-Regulation	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			
	Follows simple instructions well.	Begins to follow a longer list of instructions.		Follows a longer list of instructions in a range of contexts			

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

Reception 	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.
	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.	
Manging Self 	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.	Explain the reasons for rules, know right from wrong and try to behave accordingly.
	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.	
Reception 	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.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	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.	
Manging Self 				
Reception 	Work in a pair or three to solve a problem with some adult support. Able to resolve some conflicts by themselves, returning to the secure base of a familiar adult for support in difficult situations.	Solve problems co-operatively, resolving most conflicts themselves. Developed some appropriate ways of being assertive.	Developing skills of negotiation and compromise. Can determine when a situation requires adult intervention.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.

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

Building Relationships	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.	Show sensitivity to their own and others' needs.
	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.		
PSHE Jigsaw 	Promote the spiritual, moral, social, cultural, mental and physical development Prepare pupils at the school for the opportunities, responsibilities and experiences of later life; Promote British values.					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Feeling special and safe	Similarities and differences	Setting goals	Keeping myself healthy	Belonging to a family	Life cycles – animal and human
	Being part of a class	Understanding bullying and knowing how to deal with it	Identifying successes and achievements	Healthier lifestyle choices	Making friends/being a good friend	Changes in me
	Rights and responsibilities		Learning styles	Keeping clean	Physical contact preferences	Changes since being a baby
	Rewards and feeling proud	Making new friends	Working well and celebrating achievement with a partner	Being safe	People who help us	Differences between female and male bodies (correct terminology)
	Consequences	Celebrating the differences in everyone	Tackling new challenges	Medicine safety/safety with household items	Qualities as a friend and person	Linking growing and learning
	Owning the Learning Charter		Identifying and overcoming Obstacles	Road safety	Self-acknowledgement	Coping with change
		Feelings of success	Linking health and happiness	Being a good friend to myself	Transition	
				Celebrating special relationships		

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

Prime Area: Physical Development						
Gross Motor Skills 	Good coordination and balance when negotiating people and equipment.		A range of ways to move appropriately, e.g. jumping, hopping, sliding.		Throw, kick, pass and catch a large ball.	Negotiate space and obstacles safely, with consideration for themselves and others
	Able to climb on climbing blocks.		Climb over, under and through obstacles.		Balance on and off equipment.	Demonstrate strength, balance and coordination when playing
	Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil.		Uses large construction to build.		Jump safely from a piece of equipment.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Fine Motor Skills 	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.	
	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.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	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.	Use a range of small tools, including scissors, paint brushes and cutlery.
	Shows a preference for a dominant hand.		Able to mould and shape clay with fingers and tools.			Begin to show accuracy and care when drawing.
	Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).					
PE	Develop fundamental movement skills, Running, jumping, throwing, catching, dancing					
	Extend their agility, balance and coordination					
	Engage in competitive and cooperative physical activities					
	Ball Skills Throwing Catching Rolling	Driving games Superheroes Space Pirates Dinosaurs Star Wars Christmas	Invasion Games Involves attack vs defence	Gymnastics	Striking and hitting games	Sports day practice
	Working together PE Working in pairs Working in groups Games where you have to take it in turns Sharing	Dodgeball games	Movement and Dance different movements for children to experiment.	Heart-Related Fitness	Using body parts Bats, rackets and sticks	Fielding games
					Athletics	

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

	 What is your favourite story? How am I making History?	 What is it like here?	 How have toys changed?	 What is the weather like in the UK?	 How have explorers changed the world?	 A: What is it like to live in Shanghai?	 Art Week Colour
--	--	---	---	---	---	---	---

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)

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	Understand how to listen carefully and why listening is important. Engage in story times, joining in with repeated phrases and actions. Respond to simple instructions.	Listen to stories and recall the main events. Respond to instructions with more than one step. Respond to how and why questions. Contribute sensible comments to discussions and conversations.	Can switch attention from one task to another. Follows complex instructions. Respond to discussion with comments and questions. Listen in whole school Collective Worship and recall some of the themes and comments at a later stage.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
--	--	---	--	--

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

Reception  Speaking	Engage in conversation with adults and peers. Talk in front of a small group. Ask questions.	Communicate confidently with peers and adults. Use talk to communicate needs, news, feelings and ideas. Use new vocabulary.	Enjoy being part of conversations and discussions and uses new vocabulary in context. Use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas. Use plurals and tenses appropriately. Link statements and stick to a main theme.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about experiences using full sentences, including use of past, present and future tenses and conjunctions, with modelling and support from their teacher.			
Year 1 Speaking and Listening 	Listen and respond appropriately to adults and peers. Speak clearly with increasing confidence and accuracy. Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding and vocabulary. Ask relevant questions to extend their understanding and knowledge. Participate in discussions, presentations, performances, role play. Start to consider the needs of the listener.						
Specific Area: Literacy							
English  Driving Texts	The Children’s Favourite Stories Nursery Rhymes The Gingerbread Man  Little Red Riding Hood The Magic Paintbrush The Dot	Dear Zoo–Rod Campbell My pet Goldfish Catherine Rayner The Great Pet Sale – Nick Inkpen Six Dinner Sid – Inga Moore Non-fiction Books	The Three Little Pigs Wilfrid Gordon McDonald Partridge Celina Ortiz The Tiger Who Came to Tea – Judith Kerr Non-fiction Books	Ridiculous – Michael Coleman Winter Sleep, a hibernation story– Sean Taylor Seasons come, seasons go Tree Britta Teckentrup The Growing Story – Ruth Krauss	Lost and Found Oliver Jeffers The Great Explorer – Chris Judge The Boy who sailed the world – Julia Green Non-fiction Books	Izzy Gizmo Pip Jones Oi Frog! Kes Gray Traditional stories from China Non-fiction Books	

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

Reception  Reading Comprehension	Enjoy listening to stories. Retell a simple story using pictures. Sequence familiar stories. Independently look at books	Listens attentively to stories. Talk about the main events in the story. Answer questions about favourite stories. Retell stories using role play or small world resources, using some story language.	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. Identify non-fiction texts, remembering facts. Follow a story without pictures or props	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.			
Year 1 Reading Comprehension	Develop pleasure in reading, motivation to read and vocabulary Listen to and talk about poems, stories and non-fiction texts (beyond independent reading level) Be familiar with and retell key stories, fairy tales and traditional tales Recognise and join in with predictable phrases Recite some rhymes and poems by heart Check that texts make sense as they read and correcting inaccurate reading Understand and answer questions about books they can read accurately and fluently Reading Vipers: Vocabulary, Retrieve, Sequence, Predict, Infer, Explain						
Reception  Word Reading Reception Phonics	Experiment with sounds and words Oral blending and segmenting Awareness of rhyme, rhythm and alliteration Sounds-Write Initial Code Units 1-3	Blend, read and manipulate CVC words including known phonemes / graphemes. Sounds-Write Initial Code Units 3-5	Blend, read and manipulate CVC words including known phonemes / graphemes. Blend, read and manipulate VCC and CVCC words including known phonemes / graphemes. Sounds-Write Initial Code 6 - 7	Blend, read, segment and manipulate CCVC, CCVCC words including known phonemes / graphemes. Sounds-Write Initial Code 8-9	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Sounds-Write Initial Code 10 - 11 + consolidation	Sounds-Write Initial Code consolidation	Sounds-Write Initial Code consolidation
Year 1	Applies phonic knowledge and skills as a route to decode words, and reads common exception words						

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

Phonics	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code
Drawing Club	Character, Setting and adventure through Making conversation, Mark making and Maths (the 3Ms).						
Reception Writing 	Ascribes meaning to signs, symbols and words.	Know phonemes are represented by graphemes.	Create texts to communicate meaning		Write recognisable letters, most of which are correctly formed.		
	Talk about ideas they want to write about.	segment 19 common consonants and vowels.	Articulate ideas before writing		Spell words by identifying sounds in them and representing the sounds with a letter or letters.		
	Writes some letters accurately.	Writes own name	Write words, simple phrases and sentences using phonic knowledge and learnt common exception words.		Write simple phrases and sentences that can be read by others.		
	Write some or all of their name.	Says a simple sentence for writing (oral and count words).	Start to use capital letters, full stops and spaces between words.				
English Year 1 	Transcription Spell words using known phonemes Spell some Y1 common exception words.		Transcription Spell words using known phonemes Spell some Y1 common exception words Spell some days of the week Name the letters of the alphabet		Transcription Spell words using known phonemes Spell most Y1 common exception words and days of the week Name the letters of the alphabet in order Add suffixes - s /es, –ing, -ed Add prefix – un-		
	Write simple dictated sentences						
	Composition Talk about what they want to write	Composition Order events and write sentences	Composition Use time adverbials to sequence and order sentences.	Composition Use different sentence openers and story language e.g once upon a time, later that day	Composition Re-reading what they have written to check it makes sense	Composition Order events and write sentences clearly linked to beginning middle and end	
	Compose sentences orally	Sequence sentences	Write simple descriptions of characters	Re-reading what they have written		Be aware of which tense they’re writing in.	
	Write a simple sentence	Re-reading what they have written				and setting using a range of carefully	

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

	Order events		Re-reading and checking writing.	to check it makes sense		chosen adjectives. - etc – Re-reading what they have written to check it makes sense
	Discuss what they have written with adults and other children Read aloud their writing					
Writing Purposes	Writing to inform Labels Captions Speech bubbles Sentences Writing to entertain Retell a story (oral) Retell a story (Story Map)	Writing to inform Lists Messages Letters	Writing to entertain Poems Writing to inform Instructions Recount/ memories	Writing to entertain Descriptions Alien Stories Writing to inform Non-chronological reports	Lost and found narratives character descriptions retellings advice /instructions non-chronological reports write and publish a story as a book The Great Explorer character descriptions predictions diary entries	Izzy Gizmo Simple explanation Signage letters of advice lists labelled diagrams Oi Frog! Own version rhyming narratives Posters of rules rhyming flipbooks questions labels and captions
Terminology for pupils	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					
Year 1 GPS	Ready to Write Sentences Spaces between words	Sentences Capital Letters and full stops Assess and review	Conjunctions Exclamations Exclamation marks	Capital Letters 2 People and places Assess and review	Questions Singular and Plural Question marks	Prefixes / suffixes Compound Words
Handwriting Letter-Join	Sit correctly at a table, hold a pencil comfortably and correctly, form lower case-letters, capital letters and digits (0-9) correctly, understand 'letter families'					

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

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.
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					

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

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
	 What is your favourite story? A: How am I making History? B: What is History?	 A: What is it like here? B: Where am I?	 A: How have toys changed? B: How have homes changed?	 A: What is the weather like in the UK?	 A: How have explorers changed the world? B: How has space exploration changed?	 A: What is it like to live in Shanghai? B: What is it like to live in Kenya?	 Art Week Colour
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 them/ their roles in society.		

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

Past and Present 	Sequence stories.		Use ordering language e.g. first, next, after that. Compare personal experiences with what they can find out about the past.	Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		
	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.			
Year 1  History	Changes within living memory Events beyond living memory that are significant nationally or globally Lives of significant individuals in the past					
	A: How am I making History? B: What is History? Range and depth of historical knowledge Recount stories from the past Interpretations of history Use stories to distinguish between fact and fiction.		A: How have toys changed? B: How have homes changed? Chronological Understanding distinguish between past and present. Order and sequence events and objects.		A: How have explorers changed the world? B: How has space exploration changed? Chronological Understanding distinguish between past and present. Order and sequence events and objects. Identify similarities and differences.	

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

			Identify similarities and differences. Use some everyday terms about the passing of time. Historical enquiry Find answers to simple questions using sources of information e.g artefacts		Use some everyday terms about the passing of time. Lives of significant individuals Christopher Columbus Dame Ellen MacArthur Matthew Henson Mary Kingsley Captain Cook	
Reception People, Cultures and Communities 	Talk about the world around and the people and places that are familiar. Identifies some features on a map Through stories begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries			Understand differences between where they live and another area in the UK – using observation, discussion and books Compare life for children in different countries. Use a range of ways to find out about life in the UK compared with other countries and articulate these.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	
	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. Talk about past and present events in their own life and in the lives of family members. Know that other children do not always enjoy the same things and be sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.					
Reception People, Cultures and Communities						

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

	Shows positive attitudes about differences between people. Join in with celebrations and recalls what happened last time on that day.	Name some places of worship. Know why religious venues are special and who goes there.	Articulate what others celebrate and understand that some special days repeat annually.	Discover what might happen on some special days e.g. Christmas, Eid.		
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	Father’s Day Transition
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.

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

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	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
---	--	---	--	---

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

Year 1 Science 	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)					
	Animals including Humans: Sensitive Bodies Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.	Comparing Animals Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.	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.	Forces and Space: Seasonal Changes Reflecting on their own experiences, 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.	Plants: Introduction to Plants Venturing outside, 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 Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.
Year 1 Geography 	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					
	Locational Knowledge Identify features of different settings in familiar stories Human & Physical Geography Identify key human and physical geographical features within a setting	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		What is the weather like 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 Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai

	Geographical Skills and Fieldwork Draw a simple picture map	simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.				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						
Reception  Creating with Materials	Drawing: Mark Making and Printing Use a range of different techniques and variety of materials, e.g. paint, collage. Cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Use drawing materials to create pictures with a range of lines and shapes.	Craft and Design: Let’s get Crafty Independent choices about the resources Talk about creations. Use different textures in creations and combine media. Cut along curved lines with scissors Use moulding tools with malleable materials. Use shapes and colours in observational drawings.	Sculpture and 3D: Creation station 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.	Painting and Mixed Media: Paint My World 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.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	

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

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							
Year 1  Art and Design	Drawing: Mark Making and Printing A: Marvellous Marks B: Make your Mark	Craft and Design: Woven Wonders		Sculpture and 3D: A: Paper Play Artist: Louise Bourgeois B: Creation Station Artist: Julie Wilson			Painting and Mixed Media: Colour Splash A: Artist- Clarice Cliff B: Artist- Kandinsky
	International Dot Day The Big Draw Festival	Poppies Hibernation Boxes Sliding Santa Chimneys Tree decorations Christmas cards		Spring Petal Mandalas			Art Week
Use creativity and imagination to design, make and evaluate products that solve a real and relevant problem in a variety of contexts							
Year 1 D&T 	Cooking and Nutrition Measuring, mixing, observing changes Focus: Making gingerbread men (Cross curricular)		Design, Make and Evaluate Textiles A: Puppets B: Bookmarks		Build structures exploring how they can be made stronger, stiffer and more stable Focus: A: Boats B: Windmills	Cooking and Nutrition Focus: A: Smoothies B: Rainbow Salads	

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

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  charanga®	Develop a love of music : Use their voices expressively and creatively by signing songs and rhymes						
	Play untuned instruments						
	Listen to a range of music						
	Chant To The Animals	Let's Start Singing Christmas Nativity Little Angel gets her wings	Number Time	Creative Moves	Exploring Rhythm Patterns	Inspired By The World Around Us	
Computing 	Develop digital literacy - Use technology safely with the support of an adult						
	Recognise common uses of information technology beyond school						
	Use technology to create and store digital content						
	Online safety	Pictograms	Maze Explorers	Animated Stories	Coding	Spreadsheets	Computer Art
	Grouping and Sorting	Lego Builders				Technology Outside School	
 Experience Pathways 	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>		
	Memorable experiences: Super Starter/ Fabulous Finish EYFS / KS1 Nativity Christmas theatre experience Hatton World – Enchanted Christmas Kingdom Road Safety		Memorable experiences: Super Starter/ Fabulous Finish Careers experiences: Jobs in the community - police, fire, nurse.		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 Christening at Church		Leavers Service
	International Dot Day (15 th September)		Visit Church	100 Days of School Shakespeare Week	Shakespeare's Birthday		

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

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.