

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

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5 ¹⁶						
Collective worship	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Values Passports	Opportunities to reflect and learn from our world and develop respect for other's beliefs, feelings and faiths. Encouraging exploration, discussion, challenge and inspiring children to learn!					
	 A: How am I making History?	 A: What is it like here?	 A: How have homes changed?	 A: What is the weather like in the UK?	 How have space explorers changed the world?	 A: What is it like to live in Kenya?
Super Starter	Story Teller	Shottery Expedition	'Shottery Museum' (artefacts from the past)	Puddle splashing!	Alien landing	
Fabulous Finish	Come and Play Session - traditional Games (Parents)	Presentation to HT		Let's present the weather forecast	Trip to Mars	Let's go travelling Airport role play
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.
	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					
	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.

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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.	
	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 can work together as a team when necessary Shottery Stars	
	Individual Liberty – We are all unique. e-safety		Individual Liberty – We respect all people and their beliefs.		Individual Liberty – We can cope with disagreements and fall outs with friends. Shottery Stars	
Assessment opportunities 	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.					
	RBA Baseline School assessment Reception Y1 Phonics baseline Wellcomm screening		Ongoing assessments and observations Phonics Tracking Parent's Evening Moderation meeting Wellcomm screening Pupil Progress Meeting		Ongoing assessment and observations Phonics Tracking Pupil Progress Meetings Parent's Evening Wellcomm screening	
	Ongoing assessment and observations Phonics Tracking GLD projections for end of year Phonics monitoring assessments Wellcomm screening		Ongoing assessment and observations Phonics Tracking Cluster/in house moderation Pupil Progress Meetings		Ongoing assessment and observations Phonics Tracking EOY data on FS Profile Pupil Progress Meetings Y1 Phonics Screening Data analysis and handover	
Parent involvement 	Harvest Festival Reception story time Parent bags (day1) Meet the teacher Phonics workshop YR Stay and Play Session- traditional Games		Nativity Play Carol Service Parent's Evening Phonics workshop Y1		Parent's Evening Easter Church Service Royal Garden Party	
					Sports Day Reports Teddy Bear's Picnic Leaver's Service New parents meeting and stay and plays	

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Prime Area: Personal, Social and Emotional Development						
Reception 	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.	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			
Self-Regulation	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			

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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 Reception 	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.	
Manging Self	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.	

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Reception 	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.	Work and play cooperatively and take turns with others.		
	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.	Form positive attachments to adults and friendships with peers.		
Building Relationships	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.			Show sensitivity to their own and others' needs.
PSHE	Promote the spiritual, moral, social, cultural, mental and physical development Prepare pupils at the school for the opportunities, responsibilities and experiences of later life;					
	How can we look after our emotions? Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings.	Connecting with others: How can I help? Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other.	Citizenship: How can I help others and the environment?	Staying safe: How can I stay safe? Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm.	Health protection: How can I protect myself and others in daily life? Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help.	
Prime Area: Physical Development						

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

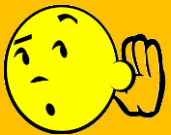
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The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The **number and quality 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.
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.

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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					
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				
Reception  Word Reading	Experiment with sounds and words Oral blending and segmenting	Blend, read and manipulate CVC words including known phonemes / graphemes.	Blend, read and manipulate CVC words including known phonemes / graphemes. Blend, read and manipulate VCC and	Blend, read, segment and manipulate CCVC, CCVCC words including known phonemes / graphemes.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.

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Reception Phonics	Awareness of rhyme, rhythm and alliteration		CVCC words including known phonemes / graphemes.		Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Sounds-Write Initial Code Units 1-3	Sounds-Write Initial Code Units 3-5	Sounds-Write Initial Code 6 - 7	Sounds-Write Initial Code 8-9	Sounds-Write Initial Code 10 - 11 + consolidation	Sounds-Write Initial Code consolidation
Year 1 Phonics	Applies phonic knowledge and skills as a route to decode words, and reads common exception words					
	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.			
			Form lower case and capital letters correctly.			
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	Composition Re-reading what they have written to check it makes sense	Composition Order events and write sentences clearly linked to beginning middle and

	Compose sentences orally	Sequence sentences	Write simple descriptions of characters	language e.g once upon a time, later that day		end Be aware of which tense they're writing in.
	Write a simple sentence	Re-reading what they have written	Re-reading and checking writing with support.	Re-reading what they have written to check it makes sense.		Re-reading what they have written to check it makes sense
	Order events					
	Discuss what they have written with adults and other children Read aloud their writing					
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'					
Specific Area: Mathematics						
	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  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
Masterig Number	Units 1-4	Units 5-10	Units 11 -15	Units 16-20	Units 21- 26	Recap and revisit
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.						

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Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.						
 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
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  White Rose	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					
	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
Y 1 Mastering Number	Units 1-6	Units 7-12	Units 13 -17	Units 18-22	Units 23- 27	Units 28- 31 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

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Specific Area: Understanding the World

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Reception	Talk about sequences relevant to them.		Knows ‘then’ and ‘now’ as a concept.	Knows the order of the seasons	Knows the days of the week and their order
	Talk about the lives of the people around 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.				
	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.		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				
	How am I making History? Range and depth of historical knowledge Recount stories from the past Interpretations of history Use stories to distinguish between fact and fiction.		How have homes changed? 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. Historical enquiry Find answers to simple questions using sources of information e.g artefacts		How has space exploration changed? 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. Lives of significant individuals

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Reception People, Cultures and Communities 	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 Explain some similarities and differences between life in this country and life in other countries.					
	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		
	Through stories begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.			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.		
	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.			Articulate what others celebrate and understand that some special days repeat annually.		
	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 Show positive attitudes about differences between people. Join in with celebrations and recalls what happened last time on that day.						
RE 						
	F1 How can people show that they belong?		F2 Do all people need sacred stories		F3 How do people know how to treat each other? KS1 How might your religion or worldview be seen in the choices you make?	
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.	Know what plants and animals need to survive.	Comments and asks questions about aspects of their familiar world.	Know some similarities and differences between the natural world around them and contrasting environments.	Observes some features in the natural world in a contrasting environment from where they live and draw what is seen	Explore the natural world around them, making observations and drawing pictures of animals and plants.
	Identifies some features on a map Name different settings in familiar stories (e.g. hill / forest / town/ farm/ pond etc	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.	Talks about some of the things they have observed. Looks closely at similarities, differences, patterns and change.	Develop an understanding of the effect their behaviour can have on the environment.	Knows that organic things decay over time e.g. compost.	Know some similarities and differences between the natural world around them and

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			Know about similarities and differences in relation to objects and materials.		Understand some of the effects their behaviour can have on the environment.	contrasting environments, drawing on their experiences and what has been read in class.
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
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)					
	Sensitive bodies Investigating the human body and the five senses by exploring how people experience and interact with the world around them.	Seasonal changes Exploring how seasonal changes affect trees, weather patterns and daylight hours.	Comparing Animals Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.	Everyday Materials: Discovering the difference between objects and materials by exploring and classifying a variety of items.	Introduction to plants Discovering a variety of wild and garden plants by exploring their features and identifying common flowering plants, trees and plant parts.	
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					
		What is it like here? Developing mapping skills by locating familiar features on aerial photographs and creating simple maps.	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 Kenya? Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on Africa.	
	Geographical Skills and Fieldwork Human & Physical Geography: Identify key human and physical geographical features within a setting Draw simple picture maps					

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Art and Design						
Reception Creating with Materials 	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.					
	Drawing: Mark Making and Printing Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Painting and Mixed Media: Paint My World Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	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.		
Seasonal Enrichments	International Dot Day The Big Draw Festival	Poppies Hibernation Boxes Christmas crafts	Seasonal crafts	Spring Petal Mandalas		Mini – Me Induction bags
	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		Build structures exploring how they can be made stronger, stiffer and more stable Focus: A: Boats	Cooking and Nutrition Focus: A: Smoothies B: Rainbow Salads
Reception Being Imaginative	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
	Experiment with a range of percussion instruments. Join in with singing in a familiar group. Access role play and small world resources.	Play alongside others to develop storylines in role play or small world. Sing and perform familiar songs. Move in response to music			Play a range of percussion instruments and glockenspiel. Use instruments to compose own music. Collect resources to develop own role play storylines.	

Music	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					
	Music and movement Creating simple actions to well-known songs, the children learn how to move to a beat and express feelings and emotions through movement to music.	Let's Start Singing Christmas Nativity	Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	Exploring sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	Musical stories Moving to music using instructions and changing movements to match the tempo, pitch or dynamics.	Big band Learning about what makes a musical instrument and how instruments are grouped, following a beat using untuned instruments and performing a song to a small audience.
 Experience Pathways	Autumn Memorable experiences: Super Starter/ Fabulous Finish EYFS / KS1 Nativity Christmas puppet experience Road Safety		Spring Memorable experiences: Super Starter/ Fabulous Finish Careers experiences: Jobs in the community - police, fire, nurse.		Summer 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	
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.						