

		Autumn		Spring		Summer	
Topic		Home Sweet Home (Our School)	Our Country	Let's Go to China	To Infinity & Beyond	Kings & Queens	Toys
Spoken Language		<ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, role play, improvisations and debates - Gain, maintain and monitor the interest of the listener(s) - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication. 					
Listening, Attention and Understanding ELG		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.					
Speaking ELG		Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Reading	Word reading	Objectives - See Y1 overview Twinkl Phonics Bug Club – Active Learn Big Cat readers					
	EYFS ELG Word Reading	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.					
	Comprehension	Objectives - See Y1 overview Texts include poetry, stories, traditional stories, fairy stories and nonfiction. Collins Big Cat Guided Reading					
	EYFS ELG Comprehension	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, nonfiction, rhymes and poems and during role play.					
Writing	CLPE Books	One Day, On Our Blue Planet... In The Savannah by Ella Bayley	Winter Sleep: A Hibernation Story by Sean Taylor and Alex Morss	Lila and the Secret of Rain by David Conway and Jude Daly	Look Up by Nathan Bryan	King and King by Linda de Haan	Poems to Perform (an anthology edited by Julia Donaldson)
	Y1	Y1 – see Y1 overview					
	EYFS ELG	Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others					
Maths	Y1	White Rose Maths - developing skills in fluency, reasoning and problem solving. Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions, Measures, Geometry; Properties of Shape, Geometry; Position, Direction and Movement.					
	ELG	Number – deep understanding to 10, subitise to 5, recall number bonds Numerical Patterns – Count beyond 20, compare quantities, explore and represent patterns including doubles, evens, odds and equal distribution					
Science	Y1	Everyday Materials	Seasonal Changes Autumn / Winter	Seasonal Changes Winter / Spring	Plants	Animals including Humans	Seasonal changes Spring / Summer
		<i>Working Scientifically taught throughout the year</i>					
The Natural World ELG		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					
Computing		Computer Skills -Use technology safely and respectfully.- Recognise common uses of technology outside of school	Online Safety -Use technology safely and respectfully.- Recognise common uses of technology outside of school.	Computer Skills – Paint use technology purposefully to create, organise, store, manipulate and retrieve digital content	Computer Skills – Word Processing -use technology purposefully to create, organise, store, manipulate and retrieve digital content	Programming – Scratch Jnr, Programming Toys -Understand what algorithms are; and that programs execute by following precise and ambiguous instructions. -- -Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	

Topic (including History & Geography)	-Use simple fieldwork & observational skills to study the geography of our school & key human/physical features of its surrounding environment (our school & local area). -Use aerial photographs and plan perspectives to recognise landmarks & basic human/physical features. -Devise a simple map and use and construct basic symbols in a key. - Investigate significant historical events, people and places in their own locality. Where do I live? Our school/our classroom Where is our school? Fieldwork around our school How do you get to school? Map symbols	- Name, locate and identify characteristics of the four countries and capital cities of the UK & its surrounding seas. - Use aerial photographs and plan perspectives to recognise landmarks & basic human/physical features. -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country. Town vs country Welcome to the UK Exploring the UK – Capital cities Touring London How is Brasilia different from London?	-Name and locate the world's seven continents and five oceans. - Use aerial photographs and plan perspectives to recognise landmarks & basic human/physical features. -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country. Where is China? Exploring China Touring Beijing My School/Your School Exploring Chinese culture & food	--Events beyond living memory that are significant globally. - The lives of significant individuals in the past who have contributed to international achievements. -Understand some ways we find out about the past and recognise that there are different ways it can be represented. Race to Space The first moon landing – did it really happen?! Neil Armstrong Tim Peake Space exploration then & now	-To develop an awareness of the past, knowing where people and events studied fit within a chronological framework. -Study significant individuals in the past who have contributed to national and international achievements. -To develop an awareness of the past and identify similarities, including differences between ways of life in different periods. -Events beyond living memory that are significant nationally. The role of the monarchy Significant British monarchs Family trees The secrets of Richard VIII Medieval banquets Comparing Queen Elizabeth I & Queen Victoria	-Investigate changes within living memory (aspects of change in national life). -Understand some of the ways in which we find out about the past. -To develop an awareness of the past, using common words and phrases relating to the passing of time. -Investigate toys & games from around the world. Toys today Early 20 th Century toys Victorian toys Important changes
Past and Present ELG	Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.					
People, Culture and Communities ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.					
British Values	We respect the culture & beliefs of others. We treat everybody equally. We know that we are all special. We listen to and respect other people's opinions and values. We understand right from wrong. We understand the consequences of our actions. We understand and respect the roles of people who may help us. We try to help other people.					
Art/D&T	Nature Sculptures -To become proficient in sculpting techniques. -To use sculpture to share ideas, experiences & imagination. -To learn to use a range of materials creatively to design and make products. Design, plan & collect materials for a nature sculpture. Talk about own nature sculpture, making comparisons with known sculpture artists (Andy Goldsworthy).	Fabricate -Become proficient in art, craft & design techniques. -Develop a wide of range of techniques in colour, pattern & texture. -To understand the work of a range of artists, craft makers & designers. Weaving, dyeing, decorating textiles, adding colour/detail.	Landscapes & Cityscapes -To become proficient in drawing & painting techniques -To use drawings/paintings to develop & share ideas, experiences & imagination. Experiment with different brushes and painting tools, colour mixing & tinting, lines of various thickness, different materials to draw with.	Colour Chaos -To become proficient in painting techniques. -To use painting to share ideas, experiences & imagination. Name primary and secondary colours, mix primary colours to make secondary colours, add white & black to alter tints & shades.	Portraits - To develop a wide range of art and design techniques in using colour and pattern. - To know about the work of a range of artists (Paul Klee, Pablo Picasso, Andy Warhol). Explain & describe a portrait. Use collage materials to create an abstract portrait. Create a pop art portrait.	Moving Pictures -Explore and evaluate a range of existing products. -Explore and use mechanisms (for example sliders), in their products -Design purposeful, functional and appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas. Evaluate their ideas against design criteria Design, make and evaluate a

						traditional tale wheel with a moving mechanism.
Creating with materials ELG	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					
Being Imaginative and Expressive ELG	Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Music	Reception: Me! Y1: Hey you!	Reception: My Stories Y1: Banana Rap	Reception: Everyone! Y1: In the groove	Reception Our World Y1: Round and Round	Reception: Big Bear Funk Y1: Your Imagination	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. - Listen with concentration and understanding to a range of high quality live and recorded music. - Experiment with, create, select and combine sounds using the interrelated dimensions of music. 					
P.E.	Fundamental Movement Skills	Dance	Games (Attacking and defending)	Gymnastics	Athletics	Outdoor Adventurous activities
Gross Motor Skills ELG	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 ELG	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.					
R.E.	Friendship (Christianity & Buddhism)	Gifts & Giving (Christianity & Islam)	Religion & Rituals (Christianity & Islam)	Easter & Surprises (Christianity)	Places of Worship (Christianity & Buddhism)	Caring for others All major world religions
PSCHE	Be Yourself	Think Positive!	One World	It's My Body	Money Matters	Respecting Rights
Self regulation ELG	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused 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.					
Managing Self ELG	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.					
Building Relationships ELG	Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs					

ELG – Early Learning Goal for Reception

