

Communication and Language-Reception

Educational Program

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

Typical 5 year old at our school

We are expecting children at All Saints' School to be able to listen carefully to what has been said and demonstrate their understanding by responding appropriately to what has been said in a range of settings including peer to peer, small group and large group situations. Children will use talk to link thoughts together, answer what, why and how questions and to give explanations of their thinking. Children should know at least 5 nursery rhymes and a range of different stories from traditional tales to good quality texts and be able to tell, retell and begin to innovate based on these texts. They will be able to tell their own stories using a beginning, middle and end structure as well as using key story language i.e. openings, and time connectives. When talking with their peers, they will use the language of negotiation to resolve differences and work cooperatively with one another.

Experiences

- Drawing Club
- My special Item
- Small stories
- Live Theatre
- Sharing stories and revisiting familiar tales
- Role Playing Adults
- Using Parents occupations and other outside visitors – e.g. police, fire, nurses,
- Challenges to bring in...
- Vocabulary of the Week-drawing club
- Shared Snack and story
- Book week

Aspirational Goal

By the end of Reception, we aspire to all of the children being able tell a story with a beginning, middle and end using story language for key parts of the story e.g. story openings, time connectives and conclusions

Communication and Language			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<ul style="list-style-type: none"> • Know and can recite 4 Nursery Rhymes • Be familiar with 1 traditional tale and be able to retell it in sequence using the story language • Hold a simple conversation with at least 2 back and forth exchanges listening carefully and responding appropriately to what is being discussed • Answer simple How and What questions • Follow instructions containing 1 key action e.g. take off your wellies 	<ul style="list-style-type: none"> • Know and recite 5 Nursery Rhymes • Be familiar with 2 traditional tales and be able to retell them in sequence using the story language • Hold a back and forth conversation with at least 4 back and forth exchanges, listening carefully and responding appropriately • Answer how questions giving more details and begin to answer why questions • Be confident to speak in small and half class groups • With support, begin to use full sentences to reply about past present and future occurrences • Follow instructions containing 2 key actions e.g take off you wellies and then hang up your coat 	<ul style="list-style-type: none"> • Know at least 6 Nursery Rhyme and/or poems • Be familiar with 4 traditional tales and other stories, and able to sequence and retell using story language • Begin to use time language in story telling e.g. first, next, after that, in the end as well as Beginning, middle and end structures • Hold a conversation on a topic of interest to them for a sustained period of time, listening carefully and responding appropriately • Be confident to speak in a whole class setting • Answer why questions with simple explanations and relevant information • With less support, be able to reply in full sentences using past, present and future tenses • Follow instructions containing more than 2 key actions 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> -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. <p><u>Speaking</u></p> <ul style="list-style-type: none"> -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.
<p>Aspirational Goal</p> <p>By the end of Reception we aspire to all of the children being able tell a story with a beginning, middle and end using story language for key parts of the story e.g. story openings, time connectives and conclusions</p>			

PSED

Educational Program

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Typical 5-year-old at our school

We are expecting children at All Saints' School to be able to self-regulate by using strategies to support themselves e.g. Negotiating solutions, using resources such as timers or taking themselves away from problems and asking for support. We expect them to be able to express their emotions including happy, sad, upset, angry, calm and worried and understand how they feel, the situations that they may encounter where these feelings arise and how to use strategies to support their own PSED. These skills will enable children to work cooperatively with others, taking turns, sharing fairly and supporting each other. We are expecting them to have some understanding of how their actions affect others and how others might be feeling. Children will form good attachments with peers and staff and separate from their main carers with confidence. They will be able to wait for need to be met and understand that their want may not be met. They will follow the rules and routines of the setting and be able to explain why they are important. Children will also manage personal hygiene independently including changing into their wellies. They will have an understanding of keeping healthy with regard to eating, exercise, sleeping and good hygiene including cleaning teeth.

Experiences

- Form positive relationships with both adults and peers
- Development of Respect for themselves and others.
- Developing independence- being confident to try things for themselves.
- Turn taking and sharing during games, independent play and group activities- e.g Den building/ Cooperative challenges
- Self-care skills- changing into wellingtons and waterproof clothing, toileting independently, washing hands, doing up zips etc.
- Small Stories
- Think Equal PSHE sessions
- Problem solving challenges
- Regular group opportunities- whole class, small groups. Opportunities to discuss, recognise and cope with feelings
- Teaching self-regulation strategies.
- Adults use emotional check-ins
- Social Stories – modelled emotional content by teachers
- Regulation Spaces

Aspirational Goal

We aspire to all of the children being able to name feelings, including happy, sad, calm, angry, upset, scared, worried, and use their knowledge of their feelings to self-regulate using strategies which might include using timers, negotiation, walking away or asking an adult to support them. To encourage independence in all children enabling them to look after themselves and their space around them

PSED			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	End April/Beg May	Milestones - ELG
<ul style="list-style-type: none"> - Children will separate from the main carer to come into Reception. - Children will know what adults can help them in Reception - Children will know the class rules-good looking, good sitting, good listening. - Children will know our school values – WORKING,TOGETHER,KINDNESS,FORGIVENESS TRYING YOUR BEST! - Children will show confidence visiting our Parish Church - Children will show confidence in a variety of school, whole school or grouped activities - Name 3 feelings – happy, sad and angry and say when they might feel those emotions - Begin to wait for needs to be met - Become more independent with accessing activities and dressing self e.g. washing hands,being able to take off shoe and put on wellies - Begin to show respect for the resources and understand that they need to be kept tidy, doing this with adult support - Follow the rules of the setting, sometimes with support, and show increasing respect for the resources - Begin to show respect for others and their feelings and use strategies to develop cooperative play with support e.g. beginning to negotiate, using a timer, sharing resources - Follow instructions containing 1 key action e.g. take off your wellies 	<ul style="list-style-type: none"> - Name 6 feelings and can say 'I am feeling ...' - Name and say what feelings they might be feeling in certain situations e.g. 'I feel happy when...' - With support, begin to name feelings in the moment and use self – regulation strategies - Able to wait for short periods of time for their needs to be met and begin to use strategies independently - Begin to show resilience and perseverance in tasks that they find difficult - Follow the rules of the setting, sometimes with support, and show increasing respect for the resources - Begin to think about eating habits and how to keep healthy - Follow instructions containing 2 key actions 	<ul style="list-style-type: none"> - Be able to say how others might be feeling and respond to them appropriately - Begin to say how their actions might affect others - Show increasing confidence, resilience and perseverance in tasks that they find challenging - With less support, use knowledge of feeling and strategies to self-regulate - Follow the school values and be able to explain the values to others WORKING,TOGETHER,KINDNESS,FORGIVENESS TRYING YOUR BEST! - Begin to understand what friends do and do not do and behave accordingly, sometimes with support - Understand about keeping healthy including eating, exercise, keeping clean, oral health and sleeping 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> -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. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> -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. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> -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
<p>Aspirational Goal</p> <p>We aspire to all of the children being able to name feelings, including happy, sad, calm, angry, upset, scared, worried, and use their knowledge of their feelings to self-regulate using strategies which might include using timers, negotiation, walking away or asking and adult to support them.</p>			

Physical Development

Educational Program

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Typical 5 year old at our school

We are expecting children at All Saints' School to develop good core strength allowing them to move in different ways and to be able to sit at a table or on the floor in a stable manner. Children will be able to move in a variety of ways e.g. crawling, walking, running, skipping, sliding, climbing, rolling and slithering etc. Children will develop stability, coordination and balance in order to coordinate their bodies. They will be able to have good spatial awareness and use their agility to move around the inside and outside spaces with safety and with control. Children know the importance of keeping healthy including oral health, exercising, eating, sleeping and keeping clean. They will be able to use their fine motor skills to thread, peg, roll, cut and stick when engaging with arts and crafts, and they will draw recognisable shapes and objects. They will be able to use fine motor skills to play with the small world, construction, puzzles and role play. They will be able to use small tools such as scissors, knives, forks, glue spreaders etc. efficiently and be able to hold a pencil with an effective grip to form recognisable letters, mostly correctly formed.

Experiences

- Weekly Structured PE sessions to develop core skills, agility, coordination and balance
- Continuous provision opportunities outside with opportunities to develop challenge at all levels and promote progression– bars, bikes, scooters, balls, bats, quoits, beanbags etc.
- Large Construction and Den Building
- Resources for pushing, pulling, crawling, running, jumping and climbing
- Opportunities to negotiate space-changing speed.
- Large tools and small tools in the sandpit and water tray
- Continuous Provision inside - Variety of tools and mark making equipment in different sizes to support progression
- Development of core muscles e.g. Tummy Time
- Development of coordination and balance skills
- Fine Motor Morning activities
- Squiggle Whilst You Wiggle
- Dough Disco
- Looking how exercise effects our bodies-breathing and heart rate.
- Oral Health support

Aspirational Goal

We aspire to all children being able to developing core skills to enable them to navigate their way along the monkey bars independently. To develop gross and fine motor skills which will enable children to begin to form letters correctly.



Physical Development			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<p>Gross Motor</p> <ul style="list-style-type: none"> • Use shoulder to elbow for mark making • Able to move around a space safely, moving by running, walking, marching • Able to lift and climb on large pieces of equipment, with support • Able to pedal a tricycle and a 3 wheeled scooter • Develop some core skills to enable sitting for 5 minutes <p>Fine Motor</p> <ul style="list-style-type: none"> • Use large implements for Mark Making e.g. sticks, large w/b pens, tripod pencils, paintbrushes to make large marks • Begin to use a range of tools e.g. rolling pins, cutters, glue sticks, glue spreaders • Draw on a large scale • Begin to develop a good scissor hold and make snips in paper or card 	<p>Gross Motor</p> <ul style="list-style-type: none"> • Use elbow to wrist for mark making • Begin to control objects such as balls and bean bags • Move in an increasing range of ways – crawl, slither, bunny hop, skip • Show increasing balance, core strength, agility and coordination when using large apparatus inc. outside and in the hall. • Core skills enable sitting for 10 minutes <p>Fine Motor</p> <ul style="list-style-type: none"> • Use large and medium mark making tools and begin to develop and effective grip on these • Use smaller mark making tools and work on a smaller area e.g. A3 boards and paper • Draw on a smaller area with more control and emerging pictures that are beginning to be recognisable • Hold scissors correctly and begin to cut more accurately • Developing skills to form letters correctly 	<p>Gross Motor</p> <ul style="list-style-type: none"> • Use Wrist to Hand • Show increasing control over objects e.g. bats, balls, beanbags • Move confidently in a range of ways showing good agility and spatial awareness • Balance, coordinate and jump appropriately from apparatus including Large Construction, PE equipment and KS1 playground • Be able to sit for 15 minutes using good core skills <p>Fine Motor</p> <ul style="list-style-type: none"> • Use Smaller Mark making tools with and effective grip • Use tools effectively to effect changes to materials in scissors, glue, split pins, stapler etc • Draw on a smaller area creating pictures that are identifiable and increasing in accuracy • Use materials to collage including beads, sequins and smaller objects • Able to form letters in name correctly and other letters taught 	<p>Gross Motor</p> <ul style="list-style-type: none"> -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. <p>Fine Motor</p> <ul style="list-style-type: none"> -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
<p>Aspirational Goal</p> <p>We aspire to all children to be able to develop core skills to enable them to consider risks, speed and spatial awareness, to skilfully navigate their way and balance along a child lead obstacle course independently. For example, to enable them to navigate their way along the monkey bars independently. For children to hold a mark making tool comfortably and effectively and to form letters correctly.</p>			

Literacy – Reading and Writing

Educational Program

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Typical 5 year old at our school

At All Saints' School children we expect a child at the end of reception to develop a love of stories and storytelling through listening to and engaging with stories, retelling, changing stories, predicting and playing roles from stories. They will learn key stories, poems and songs off by heart and use this to influence their own story telling. They will be able to read a simple text by using and applying strategies such as phonics knowledge, key words recognition and using the pictures to provide contextual clues and demonstrate their understanding of what they have read. They will understand the key differences between fiction and non-fiction texts and be able to use the key features of non-fiction text to find out simple facts. Later in the year they will use their developing phonics knowledge and fine motor skills to write simple phonetic words and sentences in meaningful contexts. They will be able to tell and record their own stories with a beginning, middle and end in their own way.

Experiences

- Daily RWI Phonics sessions
- Daily Reading
- Talk for writing Storytelling, retelling, activities, story maps,
- Drawing Club
- Small Stories
- Live Theatre
- Drama/Hot seating
- Story Tray activities
- Planned Story times
- World Book Day

Aspirational Goal

We aspire for all of the children to be able to show an enjoyment and enthusiasm for reading and/or listening to stories for pleasure

Literacy – Reading and Writing			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<p><u>Comprehension</u></p> <ul style="list-style-type: none"> Listen carefully to stories and be able to answer simple questions about what they have heard Begin to tell their own stories using small world resources and role play opportunities <p><u>Word Reading</u></p> <ul style="list-style-type: none"> Using pictures to tell the story adding details Children begin to learn Set 1 sounds and how to blend through 'Assisted blending'. Understand that words are read from left to right Handles books carefully and turns pages <p><u>Writing</u></p> <ul style="list-style-type: none"> Make marks and ascribe meanings to them Write letters from their name and 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> Listen carefully to an increasing range of stories and answer questions about settings and characters feelings Develop their own stories and begin to tell them with a beginning, middle and end. Use their widening vocabulary in their play <p><u>Word Reading</u></p> <ul style="list-style-type: none"> Can read all Set 1 sounds speedily and can begin to Fred talk ccvc Reading Ditty sheets and Red Story Books I can read special friend I can read a few common exception words. Reading simple phrases and sentences containing words that are phonically decodable Uses pictures to support decoding, reading, retelling and basic comprehension <p><u>Writing</u></p> <ul style="list-style-type: none"> Able to write own name Writing letters and simple CVC words Make phonetically plausible attempts at words in meaningful contexts 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> Listen to stories, retell them, change them and draw story maps to support retelling Predicting the end of a story, what might happen next and compering their guess to the real ending Tell their own story with a beginning, middle and end <p><u>Word Reading</u></p> <ul style="list-style-type: none"> Beginning to learn Set 2 sounds (ay ee igh ow oo oo) Reading Red Story Books and Green Story books I can read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Use knowledge of keywords to increase fluency Be able to answer simple question about what they have just read <p><u>Writing</u></p> <ul style="list-style-type: none"> Able to form most letters correctly with a good pencil grip Use phonics knowledge to make plausible attempts at writing words Write simple phrases and sentences in meaningful contexts using their increasing phonics knowledge 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> -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 <p><u>Word Reading</u></p> <ul style="list-style-type: none"> -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. <p><u>Writing</u></p> <ul style="list-style-type: none"> -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.
<p>Aspirational Goal We aspire for all of the children to be able to show an enjoyment and enthusiasm for reading and/or listening to stories for pleasure</p>			

Maths

Educational Program

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Typical 5 year old at our school

We expect at All Saints' School a child at the end of reception to have a deep understanding of numbers up to 10 and the different ways that these numbers can be constructed, including number bonds. They will be able to Subitise numbers up to 5 and place 10 in different configurations e.g. 10's frame, resources etc. They will be able to use a range of manipulatives including numicon, 10's frames, part part whole and natural resources to solve simple problems. They will record their ideas in simple ways that they can explain their thinking to others. They will be able to count by rote to at least 20 and be able to count objects up to 20 using 1-1 correspondence. Children will be able to explain their thinking and reason their answers. They will be able to look for patterns in number and shapes, being able to explain what they can see. Children will use mathematical language and explain what the terms mean e.g. addition, subtraction, equals, same different. They will have a knowledge of shapes and measures including capacity, weight, time and money.

Experiences

Daily Maths Lessons- NCETM -Mastering Number, White Rose
 Continuous Provision Opportunities
 Range of Resources Available
 Outdoor Natural Resources
 Using Stories
 Maths Special Days e.g. number day, whole school maths problem days

Aspirational Goal

We aspire to all of the children being secure in verbally counting beyond 20. 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,

Maths			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<ul style="list-style-type: none"> Count up to 5 objects 1-1 correspondence Count out up to 5 objects from a larger set Make a set of up to 3 objects to match the numeral Subitise up to 3 objects Begin to understand that 2 groups of objects can be combined and the total is more Verbally count to 10 Become familiar with a 5 frame and numicon as ways to represent numbers Begin to use the mathematical language for compare: More, fewer, same, different Know and can name 2d Shapes e.g circle, square, triangle, rectangle and beginning to discuss properties 	<ul style="list-style-type: none"> Count out up to five objects from a larger set Make sets of up to 5 objects to match the numeral Subitise up to 5 objects Understand that different numbers can be combined to create the same number e.g. 3+2, 1+4, 1+2+2 etc Begin to use a 5/10 frame to solve simple problems Begin to use mathematical language: add, subtract, more, fewer, equals, same, different, part, whole Compare groups of objects saying whether there is more or fewer Verbally count to 15 Create a 2 part repeating pattern Can compare weights using heavier and lighter Beginning to understand capacity 	<ul style="list-style-type: none"> Count out 10 objects from a larger set Make sets to match the numbers to 10 and beyond Subitise quantities to 5 and beginning to move beyond 5 Know some number facts/bonds for numbers up to 10 Know and can use add, subtract, equals, more, fewer, equals, same, different, part, whole Developing understanding of Double, odd, even, equality Begin to use an appropriate resource to solve a problem e.g. 10 frame, numicon, multilink Verbally count to 20 and beginning to count beyond 20 Create a 3 part repeating pattern Can compare length and height Knows some 3d shape names and can discuss some properties 	<p><u>Number</u></p> <ul style="list-style-type: none"> -Have a deep understanding of number to 10, including the composition of each number; -Subitise (recognise quantities without counting) up to 5; -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Number Patterns</u></p> <ul style="list-style-type: none"> -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.
<p>Aspirational Goal</p> <p>We aspire to all of the children being able to use a range of resources to independently solve simple problems i.e. 10's frames, part part whole model, multilink, numicon, natural materials etc.</p>			

UTW

Educational Program

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Typical 5 year old at our school

At All Saints' School our children show curiosity about the natural world. They ask notice and comment on things that they have observed and ask and answer questions about their world. They understand that all things grow and change and can explain how they have changed during their life. They grow plants from seeds and know what a plant or animal needs to survive. They notice seasonal changes around them and can explain what, how and sometimes why things are changing. They go on visits in the local area and comment on what they notice about the world around them including roads, street furniture and local amenities as well as further afield on trips. They also know about our own and other cultures and religions as we celebrate different festivals e.g. Diwali, Christmas, Chinese New Year etc. They learn about different occupations and ways of life through visits from outside people as well as bringing their own knowledge of occupations from their parents. They also understand that they are part of a community in the class, school, local community and as a citizen of the world. They understand that they have a responsibility to look after their environment including what impact plastics have on our planet and how they can help with initiatives such as recycling.

Experiences

All About Me and My Family

I am Special

Talking about days of the week, months of the year and the year.

Planting and Growing- using and developing our allotment area

Sensory exploration real and natural objects that spark curiosity and wonder.

Daily and weekly routines. Use of schedules and 'now and next'.

Peek into the past -The children will reflect on memories and experiences from their own past. Creating a memory box. Timelines, displays and books showing things we have been learning across the year.

Looking at how I have changed Baby, toddler child

Learning about significant people from the past (linked to interests)

Celebrating Festivals – Diwali, Chinese New Year,

Judaism week

Sunflower Competition

Trips – Farm, Local Shops, Post box

Life cycles- caterpillars, plants, flowers vegetables, fruit

Visits from Outside people – police, nurse, dental nurse

Seasonal Walks-Talking about and observing changes across the seasons.

Polar Regions

Recycling

Science Week

Sharing fiction and non-fiction books about plants, animals, seasons and the world around us.

Use of Google Maps to find local places of interest and where we live.

Aspirational Goal

We aspire to all children being able to know the local area and the world around them. We aim to go out of school on a walk throughout the year to experience the wider community. To explore the Lifecycles of plants and animals. To begin recording our ideas in different ways drawing, mark making, photographs and videos.

UTW			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<ul style="list-style-type: none"> • Know that they were once a baby and that they have grown and changed • Know and can discuss the history within their own family • I can talk about people who are special to me and how my life experiences show similarities and differences to others • Able to discuss the seasonal changes • Notice and comment on things in their local area - houses, shops, post box, road, street signs etc • Know and explore past events such as Bonfire Night and Remembrance Day • Know the different parts of the body and explore why we need certain body parts. 	<ul style="list-style-type: none"> • Know about different occupations and ways of life e.g. police, nurse • Developing understanding of another culture i.e. China • Notice and comment on seasonal changes, natural world and life cycles and how this impacts the world around us • I understand information can be taken from maps and symbols and use these to follow directions and within my play • I can predict and test theories involving materials and matter 	<ul style="list-style-type: none"> • Develop knowledge of the local area and compare other areas around the world may differ, including people, religion and culture • Know that they live Sale and that Sale is in the city of Manchester. • Observe the natural world and can document changes, explaining how and why these happen... • Know about lifecycles e.g. how to grow a plant, name the parts of the plant, what a plant needs to survive and how a plant creates seeds. • Know that seeds turn into plants. • Know that it takes time to grow fruit and vegetables, linked to The Sunflower competition • Children will know how to care for plants in the growing areas (greenhouse and allotment) • Notice and comment on seasonal changes and explain what and how and sometimes why. 	<p><u>Past and Present</u> 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</p> <p><u>People culture and community</u> 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</p> <p><u>The Natural World</u> 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.</p>
<p>Aspirational Goal We aspire to all children being able to know the local area and the world around them. We aim to go on an out of school walk each term to experience the wider community.</p>			

EAD

Educational Program

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Typical 5 year old at our school

At All Saints' School we expect the children to explore media and materials in an explorative way. They will gain the skills of how to adapt, join and create their ideas using materials as well having the opportunity to reassess and improve their ideas. They have access to paint and during the year will have the opportunity to explore their responses to stimuli such as objects, flowers, stories and poems that they have enjoyed. They will be able to access the creative resources independently and use them with their developing gross and fine motor skills. They will have experience of a broad range of music and be given opportunities to respond to that music in different ways e.g. through movement, dance, singing and playing instruments. They will sing songs daily, creating a large repertoire of songs and enabling them to develop favourites and singing in time and tune with the other children. They will learn key Nursery Rhymes and be able to sing and chant them from memory or retell them using props. When telling stories, either in small world and role play, they will increasingly combine their own experiences with stories that they have enjoyed or other children's ideas, and work collaboratively to create a to create rich language based, imaginative worlds.

Experiences

- Drawing Club-Drawing with a purpose
- Small stories
- Collage – use of materials and paper on both small and large scale
- Exploration of different media chalk, paint, pastels, crayons, pencils and felt tips.
- Exploration of different paint types – powder, poster, watercolour etc
- Use of different tools scissors hole punch, staplers etc. Opportunities to develop fine motor skills- Exploring joining techniques
- Provocations on the Art Table
- Observational drawings/ paintings outside
- Experiences in the local area e.g. walks
- Seasonal walks and Art
- Study Key Artists –, Jackson Pollock, Matisse, Goldsworthy,
- Daily Songs and songs of the week
- Poetry Recital
- Performances –Christmas, Mother's Day, End of Year
- Access to musical instruments and stage area in Continuous provision
- Moving to music-exploring rhythm and patterns with sounds
- Cooking and baking opportunities.
- Preparing food-spreading, cutting and peeling.

Aspirational Goal

All children will be able to help to create and take part in a number of celebrations performing songs and poems to parents and carers as a class, in small groups or as individuals. To use ideas and designs to create artwork on a large and small scale -adapting reflecting as they go.

EAD			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<ul style="list-style-type: none"> • Be able to tell or retell a simple story either through roleplay or small world • Know and recite 3 key Nursery rhymes • Begin to create a repertoire of 5 songs that they can sing with some accuracy, beginning to hold the rhythm of the words • Access the resources in the Art area and make changes to materials with support. • Explain simply what their ideas are and what they are trying to achieve • Respond to problems they encounter and, with support, find solutions • Respond to simple provocations in different ways • Build imaginative creations such as a house with recognisable features • Respond simply to music saying if they do or do not like it • Explore the sounds of simple percussion instruments and explore how they can be changed 	<ul style="list-style-type: none"> • Are able to retell at least 2 traditional tales • Are beginning to work collaboratively to create stories and narratives with their peers • Narratives are becoming more complex with a clearer beginning, middle and end • Know and recite or sing at least 5 Nursery rhymes and an increasing repertoire of 5 other songs • Have taken part with increasing confidence in a Christmas production • Are able to access creative resources more independently and effect changes to materials to achieve their aims • Explain simply what processes they used to make their creation and begin to problem solve more independently • Continue to explore the sounds of instruments and are beginning to describe instrumental sounds 	<ul style="list-style-type: none"> • Are able to retell 3 traditional tales • Can work collaboratively as part of a group to create, tell or retell a narrative • Able to sing and recite a larger range of songs and rhymes with others in a group • Singing increasingly matches the pitch and general shape of the melody and children are able to move or perform actions in time to the music • Are able to access the resources for Art and DT independently and effect changes to the resources to achieve their own objectives. • Explain what they were trying to achieve, any problems they encountered and how they changed it or improved it during the creative process • Are able to play a range of percussion instruments in response to music and create their own ideas 	<p>Media and Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative</p> <ul style="list-style-type: none"> • 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.
<p>Aspirational Goal All children will be able to help to create and take part in a number of celebrations performing songs and poems to parents and carers as a class, in small groups or as individuals.</p>			