



BOND PRIMARY SCHOOL

WORKING TOGETHER TO CREATE CONFIDENT LIFELONG LEARNERS

Joanne Pitter: EYFS Leader



Bond Primary



**Reception Curriculum Map:
2025- 2026**



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INTENT

At Bond Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. Our outdoor early years provisions encapsulate children's imaginations and gives them tools to become resilient independent thinkers and learners. We have high aspirations for all our learners enabling them to reach their best through a combination of adult directed activities and child-initiated play. The Early years provision supports all areas of the EYFS to ensure that children develop physically, verbally, cognitively, and emotionally in an environment that values all cultures, communities, abilities, and people. The EYFS unit promotes inclusion by giving children a range of enrichment experiences such as the sensory garden, Ball pit area, writing and maths opportunities throughout the outdoor area as well as the woodland and loose parts areas to explore.

We aim for our children to be confident and independent, to believe in themselves and interact positively with others. Learning through play is at the heart of our EYFS provision; children can explore with curiosity, ask questions and develop their language through meaningful, positive interactions. These positive relationships between staff and children, along with consistent routines enable us to work in partnership to achieve the best possible outcomes for their child. We are committed to ensuring that parent partnerships are also valued & bring a huge benefit to our team & the children. We encourage our learners through positive reinforcement to recognise and celebrate success on our proud wall, sharing their experiences with the class and their parents. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based. Our Early Years curriculum establishes the key skills and knowledge the children require. Our whole school approach ensures skills and knowledge are acquired and built upon each year providing the children with the tools to success & prepares them for their journey through school.

Implementation - The structure of our Early Years Unit is as follows:

Across both Nursery & Reception, the children start their day with Phonics taught using the Little Wandle Letters & Sounds phonics scheme. In Nursery children learn phonics through a range of sound games helping them to tune into sounds and learn how to oral blend letter sounds through phonics games. The children also learn nursery rhymes during rhyme time. In Reception children learn to read using phonics, they learn initial letter sounds, how to blend sounds orally and segment sounds to write simple words. Each day a new sound is introduced and children learn the sound, how to write it and learn a mnemonic to help them with their letter formation (e.g. **A**- Around the Astronaut's helmet and down into space). As part of the phonics lesson all children use their sounds to write a simple sentence applying their phonics skills and then during the day they are encouraged to use their skills across the early years continuous provision. After phonics both Nursery and Reception children have the opportunity to engage in free flow play in the early year's unit. This means that children can play in both classrooms as well as the outdoor area. The indoor and outdoor provisions link closely to the Early years seven areas of learning, this includes the math areas, reading corners, writing tables, construction area, sand and water areas, loose parts areas (with natural objects), small world play, music areas, investigation areas, creative areas, and the role play areas. In the outdoor area children also have access to the same areas outdoors to ensure that children have the same learning opportunities indoors as well as outdoors. The outdoor area also includes a sensory garden, a stage for performance as well as a mud kitchen.

After lunch children learn maths using the NCETM Number blocks scheme which allows children to learn maths using concrete resources, develop their mathematical language and apply their maths skills independently. Before home time children enjoy circle time, a shared story and talk about their learning experiences throughout the day. Children engage in reading groups daily and have the opportunity to take books home every week.



Whole School Themes and EYFS topics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Themes	The Story of Us!		Influencers		Don't worry, Be Happy!	
Reception Topics	All about me!	My Home, My story	People who help us.	All creatures great and small.	Transport/ Journeys	Carnival
Trips /Workshops for the children.	Settling in Period	Local Walk Pantomime	Fire Engine Police	Petting Zoo Trip to the Farm.	Beach Trip	Carnival
Core Books	The Colour Monster School All about you! Who's in my Family	Peace at last Homes	Katie goes to the Hospital People Who helps Us.			
Building Blocks in Preparation for Progress	All About me! <i>Children continue to develop a sense of self, similarities and differences. They begin to understand their place in the world. The children learn about houses that they live in and who is in their family. They begin to make sense of their own life-story and family history. They will develop their observational skills</i>	My home my story. <i>Through stories, children explore different homes and habitats and begin to understand a simple journey and how to follow a simple map. They create their own journeys</i>	People Who Help Us <i>The children develop their fantasy and imagination about life on the moon. Through a variety of exciting stories, children develop their story telling and role-play about visiting the moon and who and what they find! They learn about real life astronauts,</i>	All creatures great and small. <i>The children will continue to learn about animals and minibeasts. They will learn that some animals live on land and some animals live in the sea. Through stories about our planet, the children will become conservationists and learn how important it is to</i>	Transport/ Journeys <i>Children will learn about a range of different transports that are used to travel across the world and how they work. They will have the opportunity to talk about the different ways/transport they use to travel to school. This topic will involve</i>	Carnival



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	<p><i>and share how they live.</i></p>	<p><i>from their home including Mitcham landmarks and this prepares the children for locational awareness and early mapping skills</i></p>	<p><i>and this prepares them for character studies in Year 1. They understand the difference between fact and fiction.</i></p>	<p><i>look after our environment and what they can do in their immediate environments and local habitats. They will learn about expressive arts and understanding of the world. They will sing songs and learn rhymes animals. This sets the scene for Reception where they build on learning about the different animals. Children will have the opportunity to research the Animal</i></p>	<p><i>arranged visits to transport museum/trips in local area. They will be learning about different ways of travelling overseas and the different countries.</i></p>	
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Communication & Language Development

Education Programme:

Communication and Language underpins all the seven areas of learning and development as it is one of the main prime areas of development. Interactions and conversations between adults and children in the early years supports children’s language and cognitive development. The learning environment is also crucial to children’s development, this includes the development of a print rich environment, the use of songs and rhymes as well as stories which enable children to learn and apply new vocabulary in different contexts. These opportunities to develop children’s language skills enables them to thrive in the early years. Communication and language skills can be applied in all activities that children engage with, this includes role play area, the writing area, through the questions children ask, the conversation that they engage in, as well as in child-initiated play in the indoor and outdoor areas. These enrichment experiences enable children to develop their confidence in using a wide range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topics	All about me!	My Home, My story	People who help us.	All creatures great and small.	Transport/ Journeys	Carnival
Reception Skills	Sing a large repertoire of songs. Understand how to listen carefully and why listening is important.	Understand how to listen carefully and why listening is important.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and	Understand how to listen carefully and why listening is important.	Understand how to listen carefully and why listening is important.	Learn new vocabulary.



	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Engage in story times.	some in their own words.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Use new vocabulary through the day	Use new vocabulary through the day
	Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Learn new vocabulary.	Understand how to listen carefully and why listening is important.	Use new vocabulary through the day	Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives.
	Engage in story times.	Develop social phrases.	Engage in story times.	Learn new vocabulary.	Ask questions to find out more and to check they understand what has been said to them.	Use new vocabulary in different contexts.
	Learn new vocabulary.	Engage in non-fiction books.	Learn new vocabulary.	Develop social phrases.	Make comments about what they have heard and ask questions to clarify their understanding; (CLL-LAU-ELG)	To know a range of facts.
	Develop social phrases.		Develop social phrases.	Articulate their ideas and thoughts in well-formed sentences.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
			Engage in non-fiction books.	Ask questions to find out more and to check they understand what has been said to them.		Develop social phrases.
				Articulate their ideas and thoughts in		Make comments about what they have heard and



				<p>well-formed sentences.</p> <p>Engage in non-fiction books.</p>	<p>(CLL-LAU-ELG)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>(CLL-LAU-ELG)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>(CLL-SP-ELG)</p> <p>Learn new vocabulary.</p> <p>(REC-DM)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>ask questions to clarify their understanding;</p> <p>(CLL-LAU-ELG)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>(ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>(ELG)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>(CLL-SP-ELG)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from</p>
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					<p>Develop social phrases.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail</p>	<p>stories, non-fiction, rhymes and poems when appropriate; (CLL-SP-ELG)</p> <p>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 (CLL-SP-ELG)</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another</p>
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						<p>using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen carefully to rhymes (rhyming words- phonics) and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>
Reception Knowledge	<p>To know about others.</p> <p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p>	<p>To know different traditional stories.</p> <p>To know a range of healthy food and exercise.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p>	<p>To identify characteristics of a hero</p> <p>To engage in meaningful conversations with others.</p>	<p>To engage in meaningful conversations with others.</p> <p>To be able to talk about features of a Carnival</p>



		<p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>Express their ideas and feelings about their experiences.</p>	<p>To engage in meaningful conversations with others.</p> <p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats/ weather/destinations</p>		
<p>Early learning Goals</p>	<ul style="list-style-type: none"> • Listening, Attention and Understanding ELG <ul style="list-style-type: none"> ○ Children at the expected level of development will: <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. • Speaking ELG <ul style="list-style-type: none"> ○ Children at the expected level of development will: <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. 					



Personal Social and Emotional Development

Education Programme:

Personal, social and emotional development (PSED), a prime area in the early years, is vital for children’s wellbeing and cognitive development. The social interactions, attachments and relationships children form in the early years enables them to develop empathy and understand their feelings and the feelings of others. Children in the early years are supported to manage their emotions through a range of activities and in everyday interactions with adults in the early years. This support includes circle time sessions to develop an understanding of emotions, through discussions of characters in stories to develop children’s understanding of feelings as well as behaviour modelled by adults. Through these activities children are encouraged to develop a positive sense of self and develop their confidence in their own skills and abilities. Through adult interaction children are supported to become independent learners allowing them to manage their personal needs. Children are encouraged to make positive relationships and form secure friendships allowing them to learn how to resolve conflicts and develop their problem-solving skills. These qualities enable children

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topics	All about me!	My Home, My story	People who help us.	All creatures great and small.	Transport/ Journeys	Carnival
Reception Skills	To describe a friend. To know and demonstrate friendly behaviour.	See themselves as a valuable individual.	Show resilience and perseverance in the face of challenge	Think about the perspectives of others Explain the reasons for rules,	See themselves as a valuable individual. Express their feelings and	Know and talk about the different factors that support their overall health and wellbeing



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	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>	<p>Build constructive and respectful relationships.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Manage their own needs</p> <p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Manage their own needs Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>	<p>know right from wrong and try to behave accordingly; Think about the perspectives of others</p> <p>Build constructive and respectful relationships.</p> <p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>	<p>consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Think about the perspectives of others</p> <p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>	
<p>Reception Knowledge</p>	<p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p>	<p>To be able to talk about different festivals.</p> <p>To understand why different</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p>	<p>To talk about the effect my behaviour has on others.</p> <p>To understand that people need help.</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>



	<p>To choose an activity independently.</p> <p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p> <p>To understand different feelings and zones of regulation</p>	<p>people, celebrate different things.</p> <p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p>	<p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To be able to talk about how the character could have made a better choice.</p>		<p>To describe a range of different habitats around the world.</p>	<p>To learn about the different family structures. (Su2)</p>
<p>Little Wandle Phonics</p>	<p><u>GPC's</u> s a t p, i n m d, g o c k c k e u r, h b f l</p> <p><u>Tricky words:</u> Is , l, The</p>	<p><u>GPC's</u> ff ll ss j v w x y z zz qu /s/ ch go no to sh th ng nk</p> <p>words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p><u>Tricky Words:</u> put* pull* full* as and has his</p>	<p><u>GPC's</u> ai ee igh oa</p> <p>oo oo ar or ur ow oi ear air er words</p> <p>with double letters: dd mm tt bb rr gg pp ff</p> <p>longer words</p> <p><u>Tricky Words:</u> was you they my by all are sure pure</p>	<p><u>GPC's</u> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>review Phase 3: er air words with double letters longer words</p> <p>words with two or more digraphs</p> <p>longer words words ending in –ing compound words</p> <p>longer words words with s in the middle /z/ s words ending</p>	<p><u>GPC's</u> short vowels CVCC short vowels CVCC CCVC</p> <p>short vowels CCVCC CCCVC CCCVCC</p> <p>longer words</p> <p>longer words compound words</p> <p>root words ending in: –ing, –ed /t/, – ed /id/ /ed/ –est</p>	<p><u>GPC's</u> long vowel sounds CVCC CCVC</p> <p>long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, – ed /d/ Phase 4 words ending in: –s</p>



		<p>her go no to into she push* he of we me be</p>		<p>–s words with –es at end /z/ Tricky Words: Review all taught so far Secure spelling</p>	<p>Tricky Words: said so have like some come love do were here little says there when what one out today</p>	<p>/s/, –s /z/, –es longer words Tricky Words: Review all taught so far Secure spelling</p>
<p>Early Learning Goals</p>	<ul style="list-style-type: none"> • Self-Regulation ELG Children at the expected level of development will: <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. • Managing Self ELG Children at the expected level of development will: <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. • Building Relationships ELG Children at the expected level of development will: <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. 					



Physical Development

Education Programme:

Physical development (PD) is crucial for child development. As a prime area in the early years, physical development is noted for the role it plays in the development of children’s skills such as their fine motor and gross motor skills. The development of children’s fine motor and gross motor skills enables them to become independent learners, firstly by giving them the ability self-manage and dress themselves, and secondly it supports their hand eye co-ordination, a skill which is essential to support children to hold a pencil and importantly to engage in mark making. Fine motor skills such as this enables children in their letter formation to develop their literacy and writing skills. The use of play and larger equipment in the outdoor area enables children to develop the core strength and gross motor skills which help build a foundation for developing healthy bodies and social and emotional well-being. Activities which provide children with a range opportunities to develop their fine motor and gross motor skills enable children to become proficient and confident learners.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topics	All about me!	My Home, My story	People who help us.	All creatures great and small.	Transport/ Journeys	Carnival
Reception Skills	<p><u>use a dominant hand. (Au1)</u></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>To negotiate space effectively.</p> <p>Use their core muscle strength to achieve a good posture</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Combine different movements with ease and fluency</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery; (REC -DM)</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Further develop and refine a range of ball skills</p>



	<p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Combine different movements with ease and fluency</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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				<p>of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>		
Reception Knowledge	<p>To know which hand to write with.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p> <p>To be able to write own name.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. ()</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p> <p>Develop their small motor skills so that they can use a</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>



	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>(REC- DM) Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>(REC- DM)</p> <p>Further develop the</p>	<p>scissors, knives, forks and spoons.</p>			
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		skills they need to manage the school day successfully: • lining up and queuing • mealtimes				
Early Learning Goals	<ul style="list-style-type: none">• Gross Motor Skills ELG Children at the expected level of development will: • 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 Children at the expected level of development will: • 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.					



Literacy Development

Education Programme:

Storytimes in the early years helps instil a love of reading, which is important for all learners. Reading is a multidimensional skill which consists of language comprehension, word recognition and decoding. Children develop their literacy through the use of rhymes, poems, songs and listening to stories. Children are encouraged to develop their literacy skills through a range of activities and in phonics lessons they learn letter sounds, blend sounds and segment sounds. These are the building blocks of enabling children to become confident readers. Opportunities to practice these skills can be found in all learning areas in the early years foundation stage, such as writing and forming letters in the sand area, writing shopping lists and recipes in the role play area, labelling their drawings in the creative and construction areas, and through their enjoyment for learning they become engaged in writing for a purpose and develop their problem-solving skills. These qualities enable children to learn in a secure environment that supports their development and achievement in school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topics	All about me!	My Home, My story	People who help us.	All creatures great and small.	Transport/ Journeys	Carnival
Reception Skills	<p>Listening to and identifying sounds in the environments. (Au1)</p> <p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Read individual letters by saying the sounds for them</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Blend sounds into words, so that they can read short</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to</p>



	<p>Listens to familiar stories and able to recall some facts.</p>	<p>Listens to familiar stories and able to recall facts.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>check that it makes sense.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read individual letters by saying the sounds for them</p>	<p>words made up of known letter– sound correspondences.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read individual letters by saying the sounds for them</p> <p>Form lower-case and capital letters correctly.</p>	<p>check that it makes sense.</p> <p>Form lower-case and capital letters correctly.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exceptions words</p>
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<p>Reception Knowledge</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>(Su1)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>(Su2)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be</p>
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				<p>Knows how to spell some familiar words.</p>	<p>extended by using a connective</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	<p>extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>
<p>Reception – Little Wandle</p>						
<p>Early Learning Goals</p>	<p>Comprehension ELG : Children at the expected level of development will: • 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> <p>Word Reading ELG : Children at the expected level of development will: • 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> <p>Writing ELG : Children at the expected level of development will: • 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>					



Mathematical Development

Education Programme:

Instilling a strong understanding of number is essential in creating the basic foundations for children to excel in maths. In the early years children are given a range of opportunities to develop their understanding of number. This includes counting aloud, counting actions through movements and games, and through the use of concrete resources, such as counters and small world toys. Children also develop a secure knowledge of number recognition, which is supported by numbers in the environment and resources which are used across all areas of learning. Such activities include counting and printing shapes and patterns in the creative areas, counting objects in the sand and water areas, counting actions and sounds in the science areas, writing and recognising numbers in the writing areas as well as engaging in maths related child-initiated activities. During maths carpet times children in the early years are introduced to a range of maths concepts such as counting on from a number, finding one more or one less than a number, learning how to organise their counting by using tens frames enabling them to subitise as well as learning their number bonds, addition, subtraction and simple multiplication. The early years curriculum also focuses on spatial reasoning with the aim of developing children's knowledge of space, shape and measures. It is vital that children are encouraged to take part and not worry about making mistakes, as this is key to develop a positive attitude to maths and instil a love for maths in all children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topics	All about me!	My Home, My story	People who help us.	All creatures great and small.	Transport/ Journeys	Carnival
Area Covered	1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes.		Weight and Capacity. Length. Money. Sharing Equally. Number bonds to 5. Counting and Sequencing to 20.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20. 2D/3D Shapes.	



	Pattern.		Addition and subtraction. Positional and Directional Language.		Counting in 2's, 5's and 10's. Odd and Even numbers. Doubling and Halving.	
Reception Skills	Count objects, actions and sounds. To match quantities to numeral. (Au1)	Count objects, actions and sounds. Count beyond ten. (REC- DM) Link the number symbol (numeral) with its cardinal number value (REC-DM)	Count beyond ten. number bonds for numbers 0–5 and some to 10. (REC- DM) Subitise Count objects, actions and sounds. Explore the composition of numbers to 10.	Understand the 'one more than/one less than' relationship between consecutive numbers Automatically recall number bonds for numbers 0–5 and some to 10. Subitise (recognise quantities without counting) up to 5; Subitise Count beyond ten. (REC- DM) Count objects, actions and sounds.	Understand the 'one more than/one less than' relationship between consecutive numbers Verbally count beyond 20, recognising the pattern of the counting system; (REC-DM) Have a deep understanding of number to 10, including the composition of each number; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	To know addition and subtraction problems can be solved by 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. Understand the 'one more than/one less than' relationship between consecutive numbers Subitise



				<p>Link the number symbol (numeral) with its cardinal number value</p> <p>(REC-DM)</p> <p>Compare numbers (REC- DM)</p>	<p>Compare length, weight and capacity.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>)</p> <p>Compare numbers</p> <p>Continue, copy and create repeating patterns (REC – DM)</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it,</p>	<p>Compare length, weight and capacity. (REC- ELG)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Continue, copy and create repeating patterns</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compare numbers</p> <p>Compose and decompose shapes so that children recognise a shape</p>
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BOND PRIMARY SCHOOL

WORKING TOGETHER TO CREATE CONFIDENT LIFELONG LEARNERS

Joanne Pitter: EYFS Leader

					just as numbers can. Subitise Subitise (recognise quantities without counting) up to 5;	can have other shapes within it, just as numbers can. 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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Reception Knowledge	<p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 10 in order.</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners.</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order.</p> <p>To know that patterns are repeated designs.</p>	<p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p> <p>To understand and use a range of prepositions in everyday contexts.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To use a number line to help solve simple addition and subtraction number problems</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To count forwards and backwards to 20.</p> <p>To know that length, weight and capacity can be measured using standard units.</p> <p>To know that halving means</p>	<p>To know the names of some 3D shapes. (Su2)</p> <p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know the names of some 3D shapes.</p> <p>To know that addition involves combining groups of objects.</p>
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				<p>To be able to share a group of objects equally.</p>	<p>splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p>	<p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To remember how to skip count in 2's/5's and 10's.</p> <p>To know the difference between odd and even.</p>
Early Learning Goals	<p>Number ELG : Children at the expected level of development will: • 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>					



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Numerical Patterns ELG :

Children at the expected level of development will:

- 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.



Understanding The World

Education Programme:

Developing children's knowledge and understanding of the world is essential for supporting them in making sense of the world and their community. It is important to give children a range of experiences to develop their personal understanding of the world around them. Such experiences include visits to the local and wider area to visit parks, libraries, museums, city farms and zoos. The use of visitors in the early years setting is also valuable as it increases children's knowledge of important members of society or people who help us such as the police, firefighters, nurses and postal workers. The use of non-fiction texts are also vital to encourage children to find ways of developing their knowledge and ways to find out more, which supports children's curiosity, encourages them to ask questions to learn about different cultures, people, animals, society, technology and the environment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reception Topics	All about me!	My Home, My story	People who help us.	All creatures great and small.	Transport/ Journeys	Carnival	
Reception Skills	<p>To talk about how they have changed since they were a baby.</p> <p style="text-align: center;">(History Link)</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p style="text-align: center;">(Au2) (RE Link)</p> <p>To be able to differentiate between nocturnal and diurnal animals.</p> <p style="text-align: center;">(Au2) (Science Link)</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p style="text-align: center;">(Science Link)</p> <p>To identify and group a range of fruits and vegetables.</p> <p style="text-align: center;">(Science Link)</p> <p>To negotiate space effectively in order to use a technological device.</p> <p style="text-align: center;">(Computing Link)</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p style="text-align: center;">(Science Link)</p> <p>To identify and group a range of fruits and vegetables.</p> <p style="text-align: center;">(Science Link)</p> <p>To negotiate space effectively in order to use a technological device.</p> <p style="text-align: center;">(Computing Link)</p>	<p>Talk about different destinations /holidays and weather</p> <p style="text-align: center;">(Geography Link)</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another</p> <p style="text-align: center;">(Science/ Geography Link)</p> <p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.</p>		



	<p>To talk about the changes they observe in their environment – Seasons link. (Au1) (Science/ Geography Link)</p> <p>To be able to recount changes within living memory.</p> <p>(History Link)</p> <p>Identify some similarities and differences between now and the past. (History Link)</p> <p>I can discuss daily weather/ seasons. (Science/ Geography Link)</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>. To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).</p> <p>Name and describe people who are familiar to them.</p> <p>Answer basic questions about the past.) (History Lin)</p> <p>To use directional language to describe a sequence (beebots)</p>	<p>To talk about a special event in their life. (History Link)</p> <p>Know that their own experiences differ to those of others. (History Link)</p> <p>Identify some similarities and differences between ways of life in different periods. (History Link)</p> <p>I can make observations and express their views of the environment. (Science/ Geography Link)</p> <p>I can name the different planets (Science/ Geography Link)</p> <p>I can learn facts about Space including famous astronauts from the past (History Link)</p> <p>Comment on images of familiar situations in the past. (History Links)</p> <p>Compare and contrast characters from stories, including figures from the past History Links</p> <p>Draw information from a simple map</p>	<p>(Geography Link)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Science Link)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Science Link)</p> <p>Understand key features of events. (History Link)</p> <p>I can explain why geographic changes occur. (Geography Link)</p> <p>I can ask questions about our familiar world (where they live or the natural world). (Geography Link)</p> <p>Comment on images of familiar situations in the past. (History Links)</p> <p>Compare and contrast characters from stories, including figures from the past History Links</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community.</p>
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		<p>) (Computing Link)</p> <p>Compare and contrast characters from stories, including figures from the past (REC-DM) History Links</p> <p>Talk, draw or write about aspects of the past. (History Link)</p> <p>I can talk about some features of the areas where I live. (Geography Link)</p> <p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. (Science Link)</p>	<p>Understand that some places are special to members of their community.</p> <p>(RE Links) Geography Links)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (RE Links)</p>	<p>(RE Links) Geography Links)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (RE Links)</p>
Reception Knowledge	To know the names of different body parts. (Science Link)	To know that people around the world have different religions.	To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Science Link)	To select appropriate materials according to their properties. (Science Link)



	<p>To know that there are many countries around the world. (Geography Link)</p> <p>To know that people in other countries may speak different languages. (Geography Link)</p> <p>To know that they have a family unit that can/will change over time. (History Link)</p> <p>To name members of their family. (History Link)</p> <p>To begin to use a mouse/pad to navigate a computer. (Computing Link)</p> <p>Explore the natural world around them (REC- DM) Science Links</p>	<p>(RE/Geography Link) Recognise that people have different beliefs and celebrate special times in different ways (RE Links)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2) (RE Link)</p> <p>To know that some animals are nocturnal. (Science Link)</p> <p>To know that adults do a variety of jobs. (Geography Link)</p> <p>To know that the emergency services exist and what they do. (Geography Link)</p> <p>Explore the natural world around them Science Links</p>	<p>To know the names of common fruits and vegetables. (Science Link)</p> <p>To know that humans and other animals can grow. (Science Link)</p> <p>To know that Christians celebrate Easter. (RE Link)</p> <p>To identify members of the community who help us.- Super Heroes (Geography Link)</p> <p>To be able to say how members of the community help them. (Geography Link)</p> <p>To identify and talk about a time when someone has helped them. In the past..... (History Link)</p> <p>To be able to say what the reasons and results are of people helping us. (Geography Link)</p> <p>To use a mouse/pad to complete a simple ICT programme. (Computing Link)</p>	<p>To name and identify a range of different materials and to know how they are used in familiar environments. (Science Link)</p> <p>To explain why (Geography Link)</p> <p>To begin to understand that things change over time. (Science/ Geography Link)</p> <p>To begin to understand that things happened a really long time ago. (History Link)</p> <p>To know that I was a baby in the past (History/ Science Link)</p> <p>To know how to use a keyboard and a mouse effectively. (Computing Link)</p> <p>To know that there are many countries around the world. (Geography Link)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (Geography Links)</p>
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		<p>To identify who they are, that they are an individual. (History Link)</p> <p>To try and understand that things change over time. (Science/ Geography Link)</p> <p>Understand the effect of changing seasons on the natural world around them (REC- DM) (Science/ Geography Link)</p> <p>To begin to programme a beebot to follow a simple sequence (Computing link)</p>	<p>To know that the moon landing was an historical event in the past (History Link)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (Geography Links)</p> <p>Explore the natural world around them Science Links</p> <p>Describe what they see, hear and feel whilst outside. Science Links</p> <p>(Geography Links)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; (Science/ Geography Link)</p> <p>Understand the effect of changing seasons on the natural world around them (Science/ Geography Link)</p> <p>Recognise some environments that are different from the one in which they live. (Geography Links)</p> <p>Know some similarities and differences between things in the past and now</p>	<p>Explore the natural world around them Science Links</p> <p>Describe what they see, hear and feel whilst outside. Science Links</p> <p>Recognise some environments that are different from the one in which they live. (Geography Links)</p> <p>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class; (Geography Links)</p>
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			<p>drawing on their experiences and what has been read in class; (Geography Links)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>((REC- ELG)</p>	
Early Learning Goals	<p>Past and Present ELG : Children at the expected level of development will: • 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>People Culture and Communities ELG : Children at the expected level of development will: • 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>The Natural World ELG : Children at the expected level of development will: • 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>			



Expressive Arts and Design

Education Programme:

In the play based early years curriculum, children are encouraged to be creative, use their imagination and engage in a variety of activities which enable them to use expressive arts and design. There are many opportunities for children to engage with the arts, this includes opportunities to create using a variety of media and materials. Children also participate in learning songs, rhymes, play musical instruments and develop their own self-expression in their play. Through the use of visitors children can learn about different musical worlds, enabling them to develop their knowledge of pitch, tone and melody. With increased access to a variety of instruments children can be encouraged to play instruments with increasing control to express their feelings and ideas. Opportunities to engage in expressive arts and design is fundamental to children’s progress in interpreting and appreciating the music they hear allowing them to develop their skills confidently.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topics	All about me!	My Home, My story	People who help us.	All creatures great and small.	Transport/ Journeys	Carnival
Reception Skills	To remember the words to a range of songs. (- Ongoing skills? (Music Link) To give meaning to the marks that are made. (Art Link)	To design a Rangoli pattern. (DT/Art Link) To use role play to show how 'People who Help Us'.	To explore and recreate patterned Art (Art/Geography/ History Link) To draw and paint pictures about Space (Art Link)	To use a range of resources to create own props to aid role play. (DT/Art Link) To design, plan, carry out and evaluate and	To use what they have learnt about media and materials in an original way and be able to explain their choices. (Art Link)	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Art Link)



	<p>Explore and engage in music making and dance, performing solo or in groups (Music Link)</p>	<p>(Art Link) Uses simple tools and techniques competently and appropriately. (DT/Art Link) Explore and engage in music making and dance, performing solo or in groups (Music Link)</p>	<p>To use resources to create own props. (DT/Art Link) Create collaboratively, sharing ideas, resources and skills. (DT/Art Link) Constructs with a purpose in mind, using a variety of resources. (DT Link) To effectively use instruments to tap a simple beat. (Music Link) Explore and engage in music making and dance, performing solo or in groups (Music Link)</p>	<p>change where necessary. (DT Link) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; (DT/Art Link) Create collaboratively, sharing ideas, resources and skills. (DT/Art Link) Listen attentively, move to and talk about music, expressing their feelings and responses Music Link To effectively use instruments to tap a simple beat. (Music Link)</p>	<p>Selects appropriate resources and adapts work where necessary. (DT/Art Link) Create collaboratively, sharing ideas, resources and skills. (DT/Art Link) To move along to the beat of a familiar song. (Music Link) Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Art Link) Listen attentively, move to and talk about music, expressing their feelings and responses Music Link</p>	<p>To move along to the beat of a familiar song. (Music Link) Create collaboratively, sharing ideas, resources and skills. (DT/Art Link) Listen attentively, move to and talk about music, expressing their feelings and responses Music Link Watch and talk about dance and performance art, expressing their feelings and responses (Rec- DM) (Art and Music Link) Develop storylines in their pretend play Art Link</p>
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				<p>(Art and DT Links)</p> <p>Sing a range of well-known nursery rhymes and songs; (REC- ELG) (music-Link)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Art Link)</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. (Music Link)</p> <p>Develop storylines in their pretend play Art Link</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses (Rec- DM) (Art and Music Link)</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. (REC- DM) (Music Link)</p> <p>Develop storylines in their pretend play (REC- DM) (Art Link)</p> <p>Explore and engage in music making and dance, performing solo or in groups (Music Link)</p> <p>Perform songs, rhymes, poems and stories with others, and – when</p>	<p>(Art and DT Links)</p>
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				(Music Link)	appropriate try to move in time with music. (Music Link)	
Reception Knowledge	<p>To learn a range of songs from around the world. (Music/ Geography Link)</p> <p>To know that people from different countries may have different traditions. (Geography Link)</p> <p>To know that certain art types belong to different cultures. E.g. Africa. (Geography/Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)</p> <p>To show awareness of how to use musical instruments appropriately. (Music Link)</p>	<p>To learn the names of different tools and techniques that can be used to create Art. (DT/Art Link)</p> <p>To experiment with creating different things and to be able to talk about their uses. (DT Link)</p> <p>To show awareness of how to use musical instruments appropriately. (Music Link)</p> <p>To know how different colours and materials can</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Art Link)</p> <p>To use paints, pastels and other resources to create observational drawings. (Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)</p> <p>To be able to play instruments along to a simple beat. (Music Link)</p>	<p>To use a range of props to support and enhance role play. (DT/Art Link)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2) (DT Link)</p> <p>To be able to play instruments along to a simple beat. (Sp2) (Music Link)</p>	<p>To know the different uses and purposes of a range of media and materials. (DT/Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)</p>	<p>To describe ways of safely using and exploring a variety of materials. (DT/Art Link)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (DT/Art Link)</p>



		<p>be used to create things.</p> <p>(Art Link)</p>				
Early Learning Goals	<p>Creating with Materials ELG: Children at the expected level of development will: • 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> <p>Being Imaginative and Expressive ELG : Children at the expected level of development will: • 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>					

Positive learning behaviours will be achieved through:

- High expectations for learning;
- Clear routines and procedures that help build self-assurance for children;
- Purposeful and challenging experiences;
- An enabling environment;
- Inspiring teaching that will enable the children to display a thirst for knowledge and understanding and a love of learning;
- The formation of a strong partnership with parents/carers;
- An individualised approach to the pastoral care and needs of every child who is unique. Work with outside agencies and SENCo

The enabling environment provides stimulating resources, which are accessible and open-ended so that they can be used, moved and combined in a variety of ways. The list below is a guide of the resources examples for areas, which are purposeful, readable and enable our children to be independent in their learning.

- All examples of children’s work will be captured in an individual maths and writing/English book to ensure that progress from the baseline for every child is clearly visible. There will be a “progress in writing” wall for each class and this will be updated every half term with a piece of writing and every half term with a name writing ladder. In addition to this will be a learning journal for each child and the on-line access for parents/carers via the



BOND PRIMARY SCHOOL

WORKING TOGETHER TO CREATE CONFIDENT LIFELONG LEARNERS

Joanne Pitter: EYFS Leader

Tapestry programme. Communication and weekly planning and information will continue to be shared using the Dojos programme. This will require setting up before the beginning of the Autumn term and Invitations for parents given out during home visits/ first day.