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|  | **Year: Reception** | **Class Teacher: Miss Leadbetter** | **2016 - 2017** |
|  | **Autumn** | **Spring** | **Summer** |
| **RE** | Myself Working towards Level 1 Children will be able to talk about their own feelings and experiences of being known and called by name. at2 (i) l1 Children will be able to recognise some phrases from the psalms which tell about God’s love for them. at1 (i) l1 Welcome Children will be able to talk about their own experiences and feelings of being welcomed. at2 (i) l1 Children will be able to say what they wonder about how they can made others feel welcome. at2 (ii) l1 Children will be able to recognise some religious signs and symbols used in baptism and use some religious words and phrases from the rite. at1 (ii) Birthday Children will be able to talk about how they feel when they are waiting for and celebrating a birthday. at2 (i) Children will be able to wonder at the joy of birthdays. at2 (ii) Children will recognise the Christmas story. at1 (i) Children will recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas and will begin to develop a vocabulary of religious words and phrases. at1 (ii) | Celebrating Children will be able to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. at2 (i) l1 Children will be able wonder about why people celebrate and how they feel when they celebrate. at2 (ii) l1 Recognise the story of Mary and Joseph taking Jesus to the temple. at1 (i) l Recognise some of the elements and words used in celebration. at 1 (ii) l1 Recognise that the church/parish family celebrate in particular ways. at1 (iii)l1 Talk about their own experiences of celebrations and their feelings before, during and after celebrating. at2 (i) l1 Say what they wonder about celebrations. at2 (ii) l1 Gathering Children will be able to talk about the times they have gathered together with others and how they felt. at2 (i) Children will be able to say what they wonder about the Recognise the story of Jesus with the children as a religious story. at1 (i) l1 Recognise the phrase ‘The Lord be with you. And with your spirit’ and recognise the lectern and know how it is used and how at Mass people gather to share the stories of God’s love. at1 (ii) l1 Talk about their experience of visiting church and listening to God’s word. at2 (i) l1enjoyment of being together. at2 (ii) Easter Children will be able to talk about their own experience of ‘growing’ and how they feel about ‘growing’. at2 (I) l1 Children will be able to say what they wonder about growing, themselves and in nature. at2 (ii) l1 Children will be able to recognise the stories of Good Friday and Easter Sunday. at1 (i) l1 Children will be able to recognise the Cross, the words of the sign of the cross and the Easter garden. at1 (ii) l1 Children will be able to recognise that Christians try to ‘grow more like Jesus’ particularly during lent. at1(iii) | Good News Children will be able to talk about how they feel when they have good news to share. at2 (i) l1 Children will be able to say what they wonder about the joy good news brings. at2 (ii) l1 Recognise the Pentecost story as a religious story. at1 (i) Use some religious words such as Pentecost, Good News, alleluia, Easter, holy spirit. at1 (ii)  Recognise that Christians are happy at Pentecost and go to church to celebrate the Good News. at1 (iii) Talk about how they feel when they hear Good News. at2 (i) Say what they wonder about Pentecost Day and the Holy spirit. at2 (ii) Friends Children will be able to talk about their experiences and feelings about what a friend is and making friends and when friendships go wrong. at2 (i) Children will be able to wonder about what makes people friends. at2 (ii) Children will be able to recognise that Christians show love for one another because Jesus asked them to do so. at1 (iii) l1  Children will be able to recognise Jesus’ rule for friends and his words ‘love one another’. at1 (i) l1 Universal Church Children will be able to talk about their own experiences of the world and what they love about our world. at2 (i) l1 Children will be able to wonder about what makes people friends. at2 (ii) Children will be able to say what fills them with wonder about the world. at2 (ii) l1 Children will recognise some words and phrases from the Psalms. at1 (i) l1 Children will recognise that people want to take care of the world and share with others because they believe that God said, “take care of my world!”. at1 (iii) l1 Children will be able to say what they wonder about and how we can all work together to care for the world. at2 (ii) l1 |
| **English** | Phonics – Read, Write, Inc. | Phonics – Read, Write, Inc. | Phonics – Read, Write, Inc. |
| **Maths** | Counts actions or objects which cannot be moved.  Counts up to three or four objects by saying one number name for each item.  Recognise some numerals of personal significance.  Recognises numerals 1 to 5.  Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.  Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.  Selects a particular named shape. | Counts objects to 10, and beginning to count beyond 10.  Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.  Estimates how many objects they can see and checks by counting them.  Can describe their relative position such as ‘*behind*’ or ‘*next to*’.  Orders two or three items by length or height.  Orders two items by weight or capacity.  Uses familiar objects and common shapes to create and recreate patterns and build models.  Uses everyday language related to time. | Finds the total number of items in two groups by counting all of them.  Says the number that is one more than a given number.  Finds one more or one less from a group of up to five objects, then ten objects.  In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  Records, using marks that they can interpret and explain.  Begins to identify own mathematical problems based on own interests and fascinations.  Beginning to use everyday language related to money.  Orders and sequences familiar events.  Measures short periods of time in simple ways. |
| **Computing** | Little Computers DL1 - Recognise common uses of information technology beyond the school  IT 1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Junior Explorers **CS1 -** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  **CS2 -** Create and debug simple programs  **CS3 -** Use logical reasoning to predict the behaviour of simple programs | A is for Algorithm  **CS1 -** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Art Attack **DL1** - Recognise common uses of information technology beyond the school  **IT 1** - Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Fantastic Tales **DL2 -** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  Let’s Celebrate **DL1** - Recognise common uses of information technology beyond the school  **IT 1** - Use technology purposefully to create, organise, store, manipulate and retrieve digital content |
| **PE** | Ball skills Throwing large balls. Beginning to aim when throwing. Gymnastics Beginning to balance on the floor and on basic equipment. | Ball skills Catching large balls. Beginning to throw and catch accurately.  Dance To move to music and create shapes. | Team games To work as a team. To use throwing and catching skills within a game. Athletics skills Beginning to try different jumps. Running skills. |