

The Ribblesdale Federation of Schools

Positive Relationships	Enabling Environments	Communication and Language Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 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 in different contexts.	
		Personal, Social and Emotional Development See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs.	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.		
		Physical Development Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Unique Child	Environments	Literacy Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
		Phonics s a t p i n m d g o c k c k e u r h b f l Tricky Words: is l the	ff ss ll j v w x y z zz qu ch sh th nk Tricky Words: Put Pull Full as and has his her go no to into she push he of we me be	ai ee igh oa oo or ar or ur ow oi ear my by all air er Tricky Words: are sure pure was you they	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky Words: said so have like some come love do were here little says there when what one out today	long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ 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 /s/, -s /z/, -es longer words

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	<p style="text-align: center;">Mathematics</p>	<p>Getting to know you Just Like Me It's me 1,2,3 Light and Dark</p>	<p>Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately Calendar and time Days of the week, seasons •Sequence daily events</p>	<p>Alive in 5 Growing 6,7,8 Building 9 and 10</p>	<p>Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving Doubling and halving & the relationship between them</p>	<p>To 20 and Beyond First, Then and Now Find my Pattern On the Move!</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p>
	<p style="text-align: center;">Understanding the World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Explore the natural world around them. Draw information from a simple map.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>
	<p style="text-align: center;">Expressive Arts and Design</p>	<p>Develop storylines in their pretend play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>
		<p style="text-align: center;">Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>					