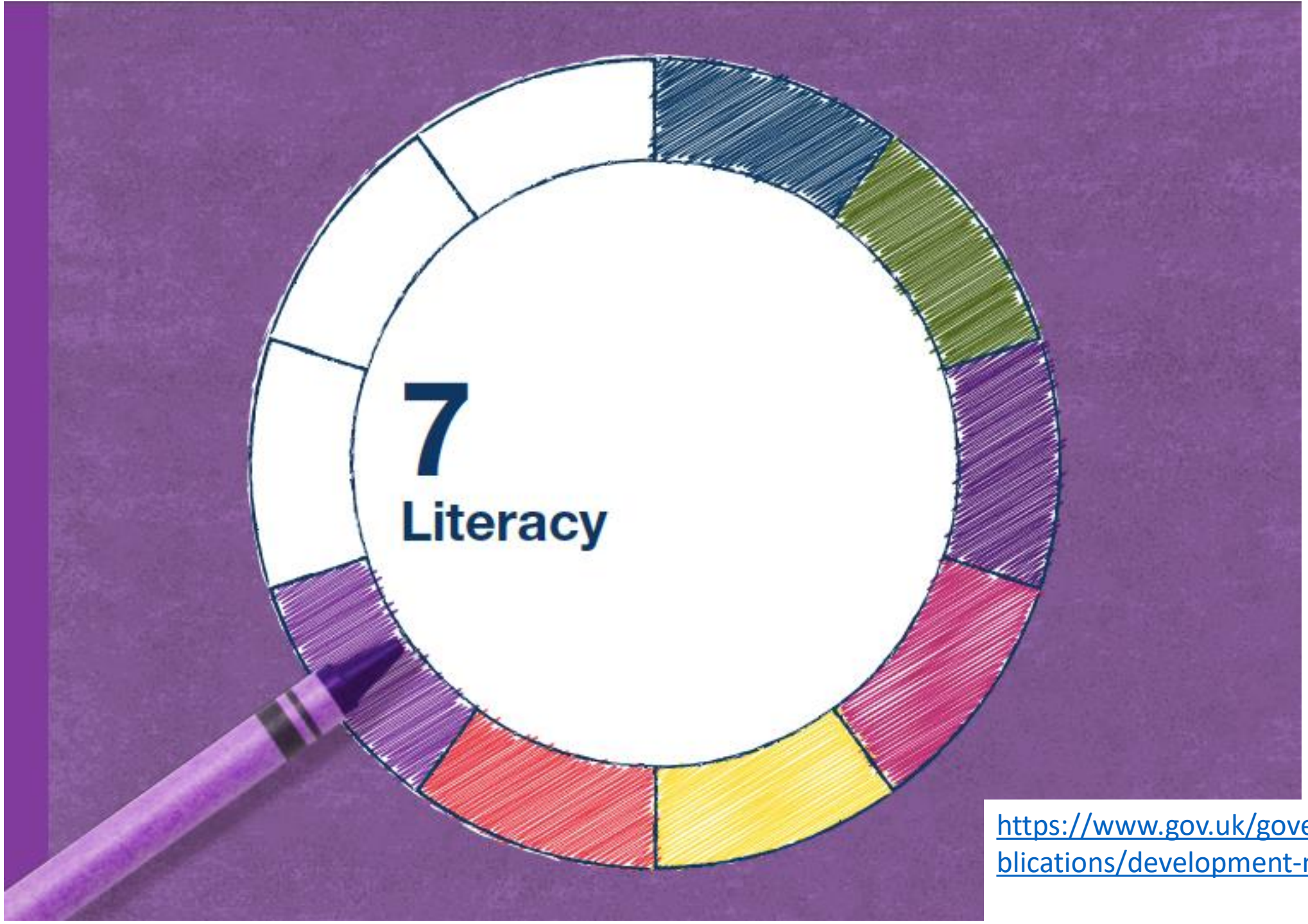
St Philip's Learning Pathway

Reception



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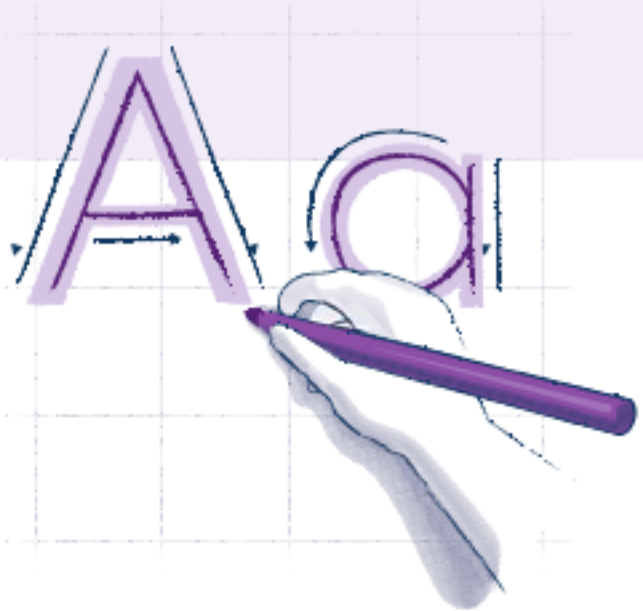
Children in reception will be learning to:	Examples of how to support this:
Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
Read some letter groups that each represent one sound and say sounds for them.	Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.



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Children in reception will be learning to:	Examples of how to support this:
Read a few common exception words matched to the school's phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.
Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

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Children in reception will be learning to:	Examples of how to support this:
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.
Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.

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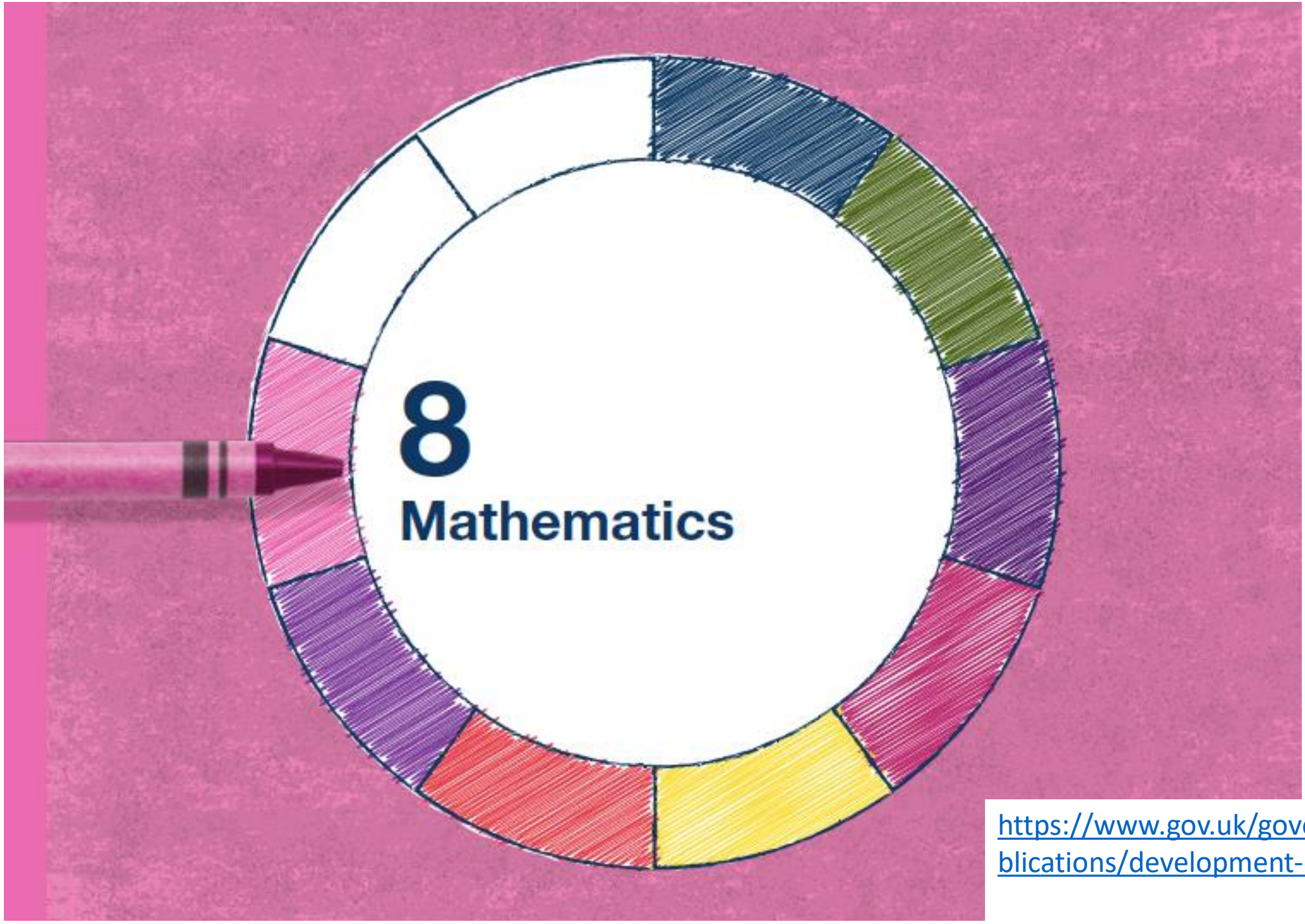

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Children in reception will be learning to:	Examples of how to support this:
Count objects, actions and sounds.	Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Say how many there are after counting – for example, "…6, 7, 8. There are **8 balls**" – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle. Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?" Count out a smaller number from a larger group: "Give me seven…" Knowing when to stop shows that children understand the cardinal principle. Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. Sing counting songs and number rhymes and read stories that involve counting. Play games which involve counting. Identify children who have had less prior experience of counting and provide additional opportunities for counting practice.

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Children in reception will be learning to:	Examples of how to support this:
Subitise.	Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Encourage children to show a number of fingers 'all at once', without counting.
Link the number symbol (numeral) with its cardinal number value.	Display numerals in order alongside dot quantities or tens frame arrangements. Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.

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Children in reception will be learning to:	Examples of how to support this:
Count beyond ten.	Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.
Compare numbers.	Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. Distribute items evenly, for example: "Put 3 in each bag," or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.
Understand the 'one more than/one less than' relationship between consecutive numbers.	Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.

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Children in reception will be learning to:	Examples of how to support this:
Explore the composition of numbers to 10.	Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched." Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?

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Children in reception will be learning to:	Examples of how to support this:
Automatically recall number bonds for numbers 0–5 and some to 10.	Have a sustained focus on each number to and within 5. Make visual and practical displays in the classroom showing the different ways of making numbers to 5 so that children can refer to these. Help children to learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns. Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "6 went in the tent and 3 came out. I wonder how many are still in there?" Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. "I've only got 1 seed, I need 3 more." Spot and use opportunities for children to apply number bonds: "There are 5 of us but only 2 clipboards. How many more do we need?" Place objects into a five frame and talk about how many spaces are filled and unfilled.

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Children in reception will be learning to:	Examples of how to support this:
Select, rotate and manipulate shapes to develop spatial reasoning skills.	Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: "I bet you can't add an arch to that," or "Maybe tomorrow someone will build a staircase." Teach children to solve a range of jigsaws of increasing challenge.
Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.	Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many ways there are to make a hexagon with pattern blocks. Find 2D shapes within 3D shapes, including through printing or shadow play.
Continue, copy and create repeating patterns.	Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it.
Compare length, weight and capacity.	Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that." Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"

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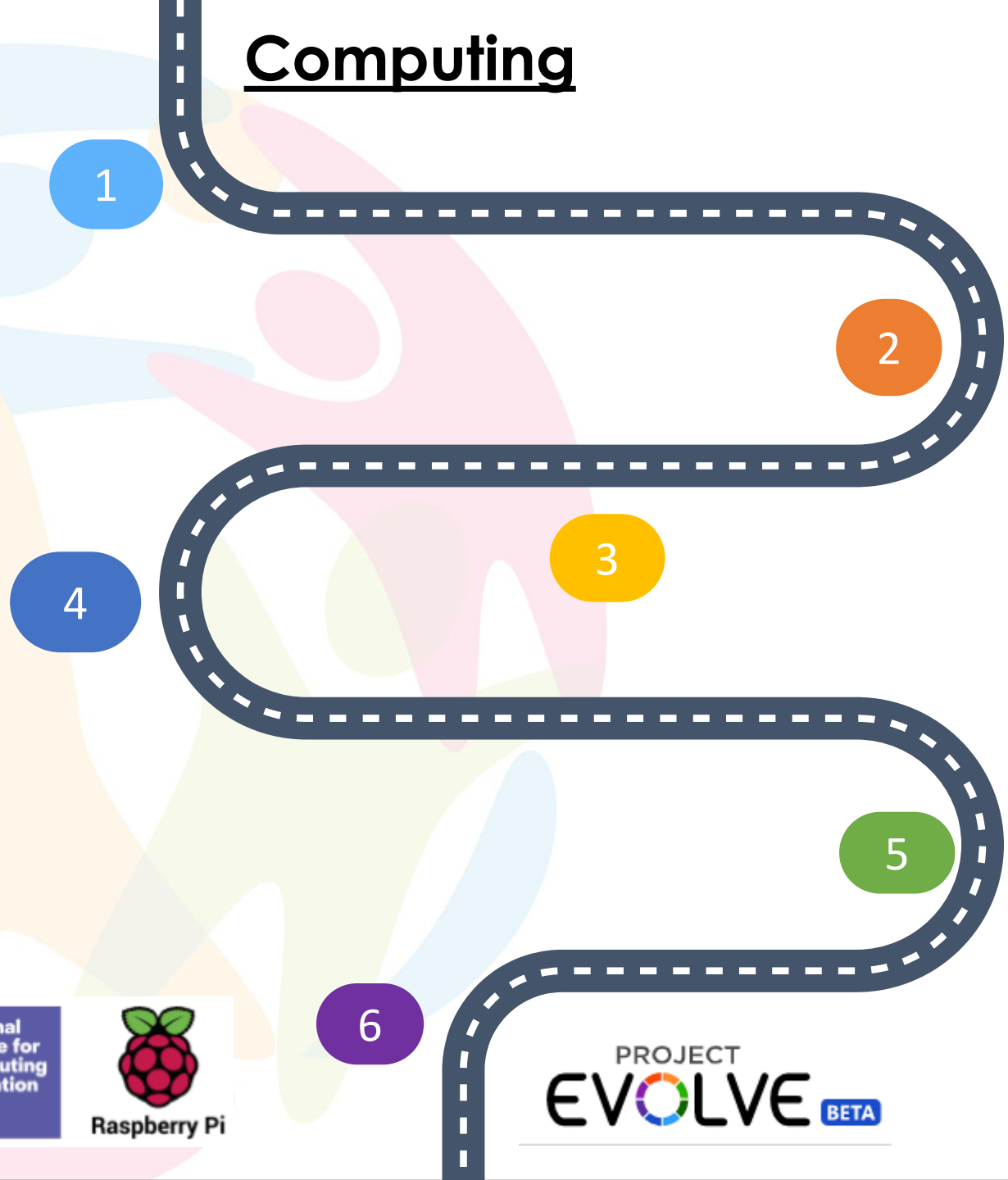
Computing



Digital Literacy - Online Safety

Stranger danger

Technology

Exploring technology in the home

Programmng

Algorithms, ordering and sequencing

Creating Media

Create media using a paint programme

Technology

Learn how to use technology e.g. taking photographs and videos

Programming

Using BeeBots

Technology

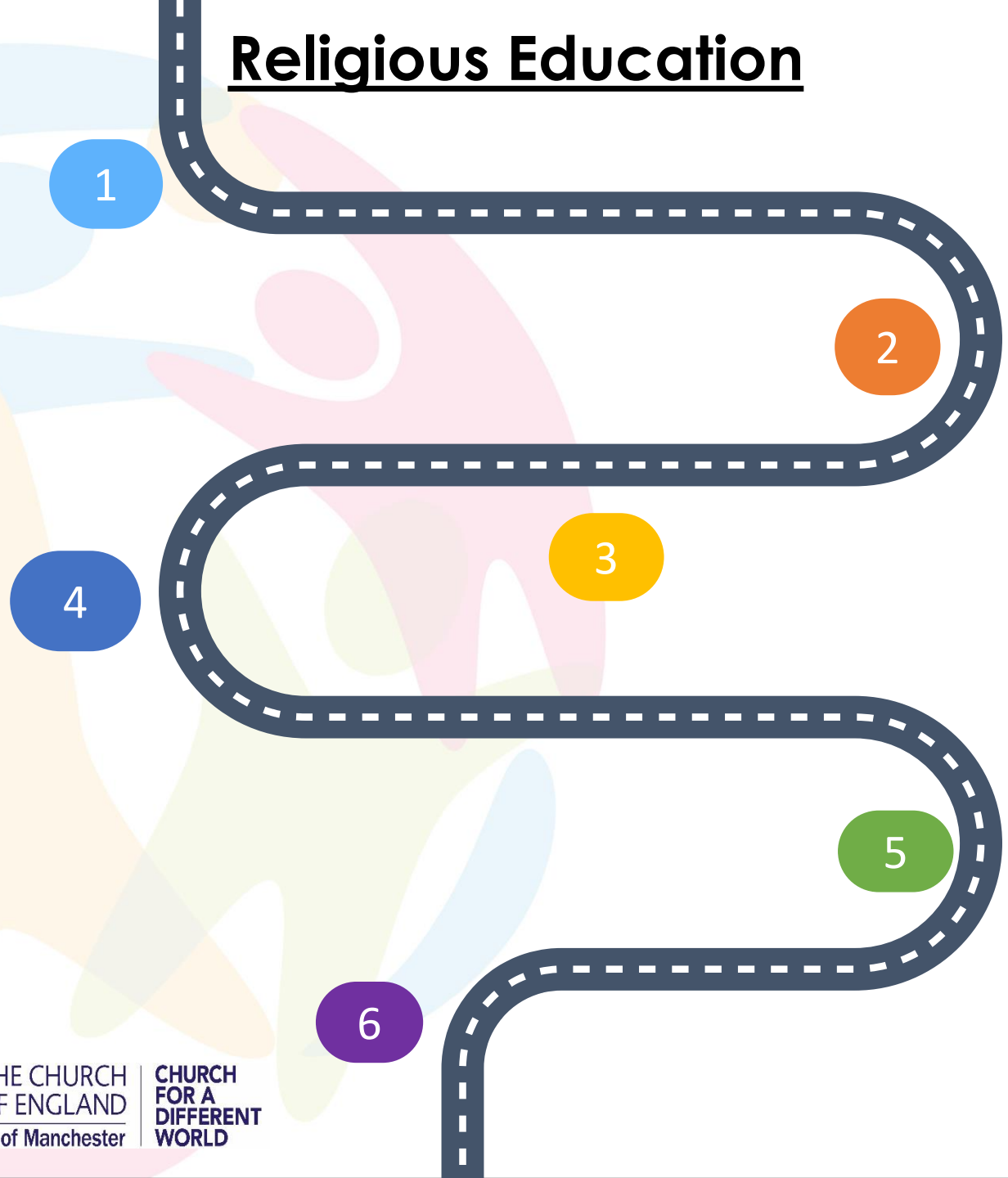
Exploring technology further

National Centre for Computing Education

Raspberry Pi

PROJECT EVOLVE BETA

Religious Education



F1 - God and Creation

Why is the word ‘God’ so important to Christians?

F2 - Incarnation

Why is Christmas special for Christians?

F4 – Being Special

Where do we belong?

F3 - Salvation

Why is Easter special to Christians?

F5 - Places

What places are special and why?

F6 - Stories

What times/stories are special and why?

THE CHURCH OF ENGLAND
Diocese of Manchester
CHURCH FOR A DIFFERENT WORLD

HSRE

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Science

1 — Animals including humans

Learn about the body and the five senses

2 — Seasonal change

Find out about autumnal changes

3 — Living things and their habitats

Polar animals

4 — Animals including humans

Exploring life cycles

5 — Plants / Seasonal change

Find out about the changes you see in Spring. Exploring the parts of plants and how plants grow

6 — Animals including humans

Find out ways to keep healthy through food and exercise

PiXL

Humanities

History

My life chronology

Geography

Local area and Seasons

History

Significant individuals – Polar Explorers

Geography

Towns and countryside

History

Significant individuals

Geography

Seaside in the UK

Digimap for Schools
Learning. Mapping. Exploring.

Art & Design
Design & Technology

1

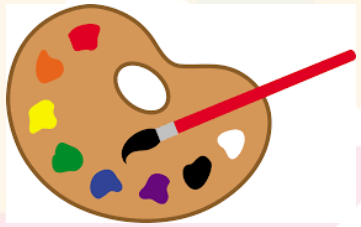
2

3

4

5

6



Art and Design

Mark making

Design and Technology

3D and Sculptures

Art and Design

Painting and colouring mixing

Design and Technology

Textiles / Structures

Art and Design

Printing

Design and Technology

Food

Music

Me!

Learn to sing nursery rhymes and action songs

My Stories

Learn to sing nursery rhymes and action songs

Everyone

Learn to sing nursery rhymes and action songs

Our World

Learn to sing nursery rhymes and action songs

Big Bear Funk

Funk music

Reflect, Rewind and Replay

Consolidate learning that has occurred during the year

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