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|  | **Autumn 1**  **(8 Weeks)** | **Autumn 2**  **(7 Weeks)** | **Spring 1**  **(6 Weeks)** | **Spring 2**  **(6 Weeks)** | **Summer 1**  **(5 Weeks)** | **Summer 2**  **(7 Weeks)** |
| **Overarching Themes/Possible Lines of Enquiry**  This is subject to change due to following children’s interest | **Marvellous Me**  Starting school/school rules/classroom routines  Feelings and emotions  My family and friends  Being kind  Healthy Eating and exercise  Teeth (oral health)  Seasonal change – Autumn  Pirates – Launch of the message centre | **Let’s Celebrate**  Seasonal change - Autumn  Halloween  Bonfire Night  Diwali  Christmas around the world  Remembrance | **Our Wonderful World**  Seasonal change – Winter  Cold environments (polar)  Buildings and Materials  Where do you live?  Our local environment  Recycling and Pollution  Space | **Transport**  Seasonal change – Spring  How can we get there?  How does it move?  Vehicles past and present  Emergency services  Space | **Traditional Tales**  Fairy tales/traditional tales  Forest School  Den making  Planting and Growing – beans, sunflowers  Plants and lifecycles. | **Amazing Animals**  Seasonal change – Summer  Hot environments  Animals  Minibeasts  Lifecycles  Habitats  Dinosaurs  Transition to Year 1 |
| **Wow Moments**  Experiences and  Visitors | Tesco visit  Autumn Walk  Skipping Workshop – Week 5  Cooking – Fruit kebabs | Tesco Visit  Church Visit  Diwali - Clay Diva Lamps  Cooking – Christmas Cupcakes  Visits from parents - Diwali  Enterprise Event – Sponsored Scoot Week 2  Christmas Performance | Tesco Visit  Visits from parents  Chinese New Year  Cooking – Stir Fry  Winter walk  Library Visit  Stay and Play | Tesco Visit  Pancake Day  Cooking – Pancakes  Spring walk  Police/Emergency services visits  Visits from parents  Stay and Play | Tesco Visit  Forest School  Cooking – Gingerbread Biscuits  Planting  Sports Day  Stay and Play | Visit to Court Farm  Minibeast hunt  Class Caterpillars  Beekeeper Visit  Mojo Active  Clay minibeasts/dinosaurs  Father’s Day  Meeting my new teacher  Stay and Play |
| **Literacy** | It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | |
| **Key Texts/ Resources** | The Colour Monster  Elmer  Rosie’s Walk  The Little Red Hen  The Night Pirates. | We’re Going on a Bear Hunt  Room on the Broom  Funnybones  Stickman  The Christmas Pine | Supertato  Tidy  Someone Swallowed Stanley  Non-fiction – Penguins/Polar Bears | Mama Panya’s Pancakes  The Naughty Bus  Whatever Next!  Journey  Mr Gumpy’s Outing | Jack and the Beanstalk  Goldilocks and the Three Bears  The Gingerbread Man  The Three Little Pigs | Non-fiction – Tigers  Yucky Worms  The Very Hungry Caterpillar  What the Ladybird Heard |
| **Comprehension**  daily rhymes  daily stories with questioning | Joining in with rhymes and showing an interest in stories with repeated refrains.  Environment print.  Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds.  Name writing activities.  Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play.  Christmas letters/lists.  Retelling stories using images / apps. Using Talk for Writing Actions to retell the story – Story Maps. Retelling of stories.  Editing of story maps and orally retelling new stories.  Sequence story – use vocabulary of beginning, middle and end.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Enjoys an increasing range of books | Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories.  Able to identify when taught vocabulary is used in a text. | Begin to draw information from the text in order to answer who and what questions.  Understand that fiction and non-fiction texts are structured differently.  Suggest how an unfamiliar story read aloud to them might end.  Give an opinion on a book and express if they liked/disliked it.  Begin to use a range of taught vocabulary in their play. | Make simple, plausible suggestions about what will happen next in a book they are reading.  Make inferences to answer a question beginning, ‘Why do you think…?’  Able to use a range of taught vocabulary in their play. | When prompted, say whether they liked/disliked a book and give a simple justification or relevant comment to explain their thoughts.  Play influenced by their experience of books using simple props and appropriate vocabulary.  Recall the main points from a text in the correct sequence using their own words and include new vocabulary. |
| **Writing** | Introduction to mark making.  Developing dominant hand.  Introduction to:  Message centre  Drawing club (DC) | Initial forming of taught sounds  Developing dominant hand  Developing comfortable pencil grip  Message centre  Drawing club  T4W | Writing individual phase 2 and 3 sounds.  Writing simple CVC words using taught sounds.  Forming taught sounds with greater accuracy.  Pencil held in comfortable grip in dominant hand.  Message centre  Drawing club  T4W | Writing simple captions and labels using phonic knowledge.  Continually develop pencil grip.  Forming taught sounds with greater accuracy.  Message centre  Drawing club  T4W | Writing independent captions and simple sentences.  beginning to use finger spaces.  Form lower case and capital letters mostly accurately.  Message centre  Drawing club  T4W | Able to write captions, labels and simple sentences accurately using phonics.  Message centre  Drawing club  T4W |
| **Supersonic Phonic**  **Friends** | **Word Reading:**  Hear general sound  discrimination and be able to orally  blend and segment.  **Basics 1/2**  Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. | **Word Reading:**  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 a few common exception words  matched to the school’s phonic  programme.  **Basics 2**  Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling  Tricky words - I, to, no, go, is, has, his, as, into, of | **Word Reading:**  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 a few common exception  words matched to the school’s  phonic programme.  **Basics 2/3**  Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know the remaining grapheme - phoneme correspondence for j, v, w, x, y z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng  Tricky words – he, she, we, me, be | **Word Reading:**  Read some letter groups that  each represent one sound and say sounds for  them.  Read simple phrases and sentences made up  of words with known letter–sound  correspondences and, where necessary, a few  exception words.  **Basics 3**  Consolidate Phase 2 skills. – Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi er Know trigraph igh ear ure air Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed  Tricky words – was, my, you, they, her, are, all | **Word Reading:**  Read some letter  groups that each represent one  sound and say sounds for them.  Read simple phrases and sentences  made up of words with known  letter–sound correspondences and,  where necessary, a few exception  words.  **Basics 3/4**  Consolidate phase 2 and 3 skills. Read CVCC CCVC words. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.  Tricky words - do, were, one, said, have, like, so, some, come | **Word Reading:**  Read some tricky words  from Phase 4 e.g. said, like, have, so.  Re-read what they have written to check  that it makes sense.  **Basics 4**  Consolidate phase 3  Teach phase 4 CCVC cccvc ccvcc    Tricky words – when, have, there, out, like, little, what |
| **High quality whole class reading texts**  To include books covering diversity, PSHE, Environment, Rhyme, Traditional Tales,  Non-Fiction  This list will be developed across the year | What the sea saw  The whale who wanted more  Clem and Crab  Lighthouse Keepers lunch  Little turtle in the changing sea  Commotion in the ocean (poetry)  Snail and the Whale  Tiddler  Lost and Found  Storm Whale  The Night Pirates  On Sudden Hill  Sharing a Shell  Rainbow fish  Why Should I Brush My Teeth? (oral health)  Tusk Trouble (oral health)  Monkey Puzzle  All are Welcome  The Colour Monster goes to School  Our Class is a Family  You Choose | We’re Going on a Lion Hunt  The Snow Beast  The Old Woman and the Pumpkin  Stanley’s Stick  Pick a Pumpkin  Little Robin Red Vest  The Button Box  Pete The Cat and His Groovy Buttons  Bonfire Night  The Story of Diwali  Mog’s Birthday  The Tiger Who Came to Tea  Room on the Broom  We’re Going on a Bear Hunt  Stick Man  One Winter’s Day  One Snowy Day  Tree Through the Seasons  Where the Poppies now Grow  The Christmas Truce | Through my Window  My Two Grandads  Anna Hibiscus  People Who Help Us  People Who Help Us at School  People Who Help Us in Hospital  Blue Monster Wants it all  Lighthouse keeper  A Superhero like Me  My Two Grandads  Somebody swallowed Stanley  The Seaside- Then and Now  I am not an egg box  Dinosaurs and all that Rubbish  What a Waste  Iggy Peck Architect  Tree: Seasons Come and Seasons Go | Duck in a truck  Astro girl  Naughty bus  Emergency (Margaret Mayo)  Journey  Mr Gumpy’s Motor Car  The Hundred Decker Bus  Runaway Train  Emma Jane’s Aeroplane  Amelia Earhart  Lost and Found  Last Stop on Market Street  Who Sank the Boat?  Mrs Armitage on Wheels  You Can’t Take an Elephant on the Bus!  Cars, Trains, Ships and Planes. | The Magic Paintbrush (Donaldson)  Runaway Pea  Three Billy Goats Gruff  Jack and the Meanstalk  The Bean Machine  The Curious Garden  Stanley’s Stick | Red Alert  Tidy  Bog Baby  What the Ladybird Heard  Walking through the Jungle |

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| **Communication and Language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | |
| Throughout the year children will learn new vocabulary through stories, and shared discussion times. Parents are encouraged to share family experiences on Tapestry. We have dedicated times for children to talk about and recount their experiences using the photos as visual prompts. Children gain in confidence to speak in front of the class and to answer questions about who, where, what and when.  Little Nut Brown Hare (class teddy). | Understand how to listen carefully and why listening is important.  Engage in story times, rhymes, and songs.  Maintain attention in whole class/groups.  Follow 1 step instructions.  Understand ‘why’ questions.  Use sentences 4-6 words.  Use talk to organise play. | Listen in familiar & new situations.  Engage in story times.  Maintain attention in new situations.  Ask questions to find out more and to check they understand what has been said to them.  Follow instructions with 2 parts in a familiar situation.  Start a conversation with peers and familiar adults and continue for many turns.  Develop social phrases | Listen attentively in a range of situations.  Maintain attention during appropriate activity.  Engage in non-fiction books.  Consider the listener and take turns.  Use talk to organise/stand for something else in play.  Begin to use past tense.  Begin to recount past events. | Understand why listening is important.  Maintain attention in different contexts.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Ask questions to find out more and check understanding.  Articulate their ideas and thoughts in well-formed sentences.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Begin to connect one idea or action to another using a range of connectives.  Describe events in some detail. | Listen and understand instructions while busy with another task.  Maintain activity while listening.  Understand how, why, where questions.  Describe events in some detail.  Express ideas about feelings and experiences.  Articulate their ideas and thoughts in well-formed sentences.  Use language to reason | Listen and respond with relevant questions, comments, or actions.  Attend to others in play.  Make comments and clarify thinking with questions.  Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Speak in well-formed sentences with some detail.  Use new vocabulary in different contexts.  Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. |

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| **Personal, Social and Emotional Development** | Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.** | | | | | |
| **Managing Self**  **Self-Regulation**  **Making Relationships** | **JIGSAW**  **Being Me in My World**  I understand how it feels to belong and that we are similar and different  I can start to recognise and manage my feelings  I enjoy working with others to make school a good place to be  I understand why it is good to be kind and use gentle hands  I am starting to understand children’s rights and this means we should all be allowed to learn and play  I am learning what being responsible means  **Further Learning:**  Class rules: Behavioural expectations in the class/boundaries set  Class rules | **JIGSAW**  **Dreams & Goals**  I understand that if I persevere I can tackle challenges  I can tell you about a time I didn’t give up until I achieved my goal  I can set a goal and work towards it  I can use kind words to encourage people  I understand the link between what I learn now and the job I might like to do when I’m older  I can say how I feel when I achieve a goal and know what it means to feel proud | **JIGSAW**  **Keeping Healthy**  I understand that I need to exercise to keep my body healthy  I understand how moving and resting are good for my body  I know which foods are healthy and not so healthy and can make healthy eating choices  I know how to help myself go to sleep and understand why sleep is good for me  I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet  I know what a stranger is and how to stay safe if a stranger approaches me  **Further Learning:**  Teeth cleaning | **JIGSAW**  **Celebrating Difference**  I can identify something I am good at and understand everyone is good at different things  I understand that being different makes us all special  I know we are all different but the same in some ways  I can tell you why I think my home is special to me  I can tell you how to be a kind friend  I know which words to use to stand up for myself when someone says or does something unkind | **JIGSAW**  **Relationships**  I can identify some of the jobs I do in my family and how I feel like I belong  I know how to make friends to stop myself from feeling lonely  I can think of ways to solve problems and stay friends  I am starting to understand the impact of unkind words  I can use Calm Me time to manage my feelings  I know how to be a good friend | **JIGSAW**  **Changing Me**  I can name parts of the body  I can tell you some things I can do and foods I can eat to be healthy  I understand that we all grow from babies to adults  I can express how I feel about moving to Year 1  I can talk about my worries and/or the things I am looking forward to about being in Year 1  I can share my memories of the best bits of this year in Reception |

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| **Physical Development** | Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | |
| Fine Motor | Dough Disco  Daily Fine Motor activities  Develop fine motor skills through threading, finger gym provision, malleable materials such as dough and clay.  How to hold and be safe with scissors. | Dough Disco  Daily Fine Motor activities  Begin to develop control and correct grip of pencil and mark making tools.  Put on coat and zip up coat  Begin to cut along straight lines accurately using scissors.  Begin to teach correct letter formation. | Dough Disco  Daily Fine Motor activities.  Daily handwriting sessions.  Provide opportunities to further develop pencil grip and fine motor control  Able to cut along straight lines with greater accuracy.  Continue to develop correct letter formation. | Dough Disco  Daily Fine Motor activities.  Daily handwriting sessions.  Provide opportunities to further develop pencil grip and fine motor control  Begin to cut along curved lines using scissors with greater accuracy.  Lower case letters are mostly formed correctly. | Daily Fine Motor activities.  Dough Disco  Daily handwriting sessions.  Provide opportunities to further develop pencil grip and fine motor control  Lower case letters are most formed correctly.  Able to use a range of small construction materials (i.e. Lego) to build. | Daily Fine Motor activities.  Dough Disco  Daily handwriting sessions.  Provide opportunities to further develop pencil grip and fine motor control  Lower case letters are formed with greater accuracy and are easily read. |
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| Gross Motor | Dough Disco  Bark Park  Scooters to develop core strength and balance.  Large vertical mark making.  Develop hand control with regard to hand washing.  PE sessions – Gymnastics – Gross motor skills development | Dough Disco  Bark Park  Scooters to develop core strength and balance.  PE area in CP  Vertical mark making.  PE sessions - Dance  Develop movements in time to music.  Improve large motor control and introduce new types of movements:   * jumping * running * skipping * hopping | Dough Disco  Bark Park  PE area in CP  Develop large mark making - include diagonal, horizontal and vertical  PE sessions - Gymnastics  Develop control and balance. Increase core strength.  Introduce safe ways to jump, land and roll. | Bark Park  PE area in CP  Continue to develop large mark making - include diagonal, horizontal and vertical  PE sessions - Games  Develop ball skills and spatial awareness:   * patting * throwing * rolling * catching * kicking | Bark Park  PE area in CP  Continue to develop large mark making - include diagonal, horizontal and vertical  PE sessions – Dance  Sports Day skills  Further develop ball skills to include balancing | Bark Park  PE area in CP  Continue to develop large mark making - include diagonal, horizontal and vertical  PE sessions – Gymnastics  Skipping Skills  Improve large motor skills to develop a more coordinated approach to jumping |

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| **Maths**  **Daily provision throughout the year:**  -Self-registration 5/10 frames  -Lunch registration 5/10 frames  -Daily subitising  -Calendar – seasons, months, days of the week.  -Counting rhymes & songs  -Real life Maths in domestic role play area  -Drawing Club - Maths element  -Maths resources & loose parts available in CP  -Maths Floor book to encourage reflection upon learning & child voice | Developing a **strong grounding in number** is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a **deep understanding of the numbers to 10**, the **relationships between them** and the **patterns within those numbers**. By providing frequent and varied opportunities to **build and apply this understanding** - such as **using manipulatives**, including small pebbles and tens frames for organising counting - children will develop a **secure base of knowledge and vocabulary** from which mastery of mathematics is built. In addition, it is important that the curriculum includes **rich opportunities** for children to develop their **spatial reasoning skills** across all areas of mathematics including **shape, space and measures**. It is important that children develop **positive attitudes and interests** in mathematics, **look for patterns** **and relationships**, **spot** **connections, ‘have a go’,** **talk to adults and peers** **about what they notice** and **not be afraid to make mistakes**. | | | | | |
| **White-Rose** | | | | | |
| **Getting to Know You**  Gov Baseline Teacher Assessment  Counting rhymes and songs  Position (where do things belong?)  Routines  Calendar including seasons, months, days of the week.  Self-registration 5 frames  Lunch register 5 frames  **Match, Sort and Compare**  Matching  Sorting  Identifying sets  Comparing amounts  **Talk about Measure and Pattern**  Compare, size, mass and capacity  Explore, continue and create simple patterns | **It’s Me 1,2,3**  Subitising 1,2,3  Representing 1,2,3  1 more  1 less  Composition of 1,2,3  **Circles and Triangles**  Identify and name circles and triangles  Compare circles and triangles  Shapes in the environment  Position  **1,2,3,4,5**  Find 4 and 5  Subitise 4 and 5  Represent 4 and 5  1 more and 1 less  Composition of 1,2,3,4,5  **Shapes with 4 Sides**  Identify and name shapes with 4 sides  Combine shapes with 4 sides  Shapes in the environment  Day and night | **Alive in 5**  Introducing 0  Find 0,1,2,3,4,5  Subitising 0,1,2,3,4,5  Represent 0,1,2,3,4,5  1 more and 1 less  Composition  Conceptual subitising to 5  **Mass and Capacity**  Comparing mass  Find a balance  Explore capacity  Compare capacity  **Growing 6, 7, 8**  Find and represent 6,7,8  1 more and 1 less  Composition of 6,7,8  Making pairs  Odd and even  Doubles to 8  Combining 2 groups  Introduction of 10 frames | **Length, Height and Time**  Explore and compare length  Explore and compare height  Talk about time  Order and sequence time  **Building 9 & 10**  Find 9 and 10  Represent 9 and 10  Compare numbers to 10  Conceptual subitising to 10  1 more and 1 less  Composition of numbers to 10  Bonds to 10  Making arrangements of 10  Doubles to 10  Even and odd  **Explore 3D Shape**  Recognise and name 3D shapes  Find 2D shapes within 3D shapes  Use 3D shapes for tasks  3D shapes in the environment  Identify, copy and continue more complex patterns  Patterns in the environment | **To 20 and Beyond**  Building numbers beyond 10  Counting Patterns beyond 10  Verbal counting beyond 20  Verbal counting patterns  **How Many Now?**  Addition  Subtraction  **Manipulate, Compose and Decompose**  Select shapes for a purpose  Rotate shapes  Manipulate shapes  Explain shape arrangements  Compose and decompose shapes  Copy 2D shape pictures  Find 2D shapes within 3D shapes | **Sharing and Grouping**  Sharing  Grouping  Even and Odd  Doubles  **Visualise, Build and Map**  Patterns  Position  Instructions  Mapping  **Make Connections**  Deepen understanding  Patterns and relationships  **Consolidation** |
| **Mastering Number** | | | | | |
|  | • identify when a set can be subitised and when counting is needed.  • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.  • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual  subitising skills.  • spot smaller numbers ‘hiding’ inside larger numbers.  • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.  • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number.  • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence;  understanding that anything can be counted, including  actions and sounds.  • compare sets of objects by matching.  • begin to develop the language of ‘whole’ when talking about objects which have parts. | | • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.  • begin to identify missing parts for numbers within 5.  • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame.  • focus on equal and unequal groups when comparing numbers.  • understand that two equal groups can be called a ‘double’ and connect this to finger patterns.  • sort odd and even numbers according to their ‘shape’.  • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern.  • order numbers and play track games.  • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. | | • continue to develop their counting skills, counting larger sets as well as counting actions and sounds.  • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.  • compare quantities and numbers, including sets of objects which have different attributes.  • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.  • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10.  • continue to identify when sets can be subitised and when counting is necessary.  • develop conceptual subitising skills including when using a rekenrek. | |

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| **Understanding the World** | Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | |
| **Mapping**: Talk about the features of their immediate environment with visual representations, e.g. classroom maps, tour of the school. Read common signs and logos.  **History**: Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Introduce the concept of past and present – class calendar/floor book.  Use of Tapestry to share holiday news.  Share pictures of children as babies – how have we changed?  Know that you can find out information from different sources e.g. internet, books.  **Scientific Knowledge:** Notice changes to the natural world.  Know the name of the current season and the order of the four seasons.  Weather patterns. | **Mapping**: Begin to show spatial awareness. Use positional language i.e., under, besides, on top of etc.  **History**: Use the language of time when talking about past/present events.  Sharing holiday and weekend news/Tapestry/floor book.  Find out about key historical events and why and how we celebrate today – Bonfire Night, Remembrance Day, Christmas Day, Diwali.  **Scientific Knowledge:** Recognise, talk about and know the changes that occur in Autumn. | **Mapping**: Use technology e.g., a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, sideways, forwards, backwards etc.  **History**: Sharing holiday and weekend news/Tapestry/floor book.  Explore old and new buildings.  **Scientific Knowledge:** Recognise, talk about and know the changes that occur in Winter. Explore changing states of matter - water to ice. Recognise some environments that are different to the one in which they live e.g., Antarctica.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know what materials can be recycled. | **Mapping**: Draw information from a simple map and identify landmarks in our local area.  **History**: Sharing holiday and weekend news/Tapestry/floor book.  Explore different modes of transport past and present. Compare similarities and differences.  **Scientific Knowledge**: Recognise, talk about and know the changes that occur in Spring. | **Mapping**: Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.  **History**: Sharing holiday and weekend news/Tapestry/floor book.  Study of King Charles and the royal family.  Compare carriages, palaces, castles with modern day equivalents.  **Scientific Knowledge:** Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Explore the lifecycle of a plant. Explore growing vegetables from seed and know the need to respect and care for the natural environment and all living things. Observe and talk about the changes that happen. | **Mapping**: Create own maps using squared paper and label with symbols and pictures.  **History**: Sharing holiday and weekend news/Tapestry/floor book.  Develop understanding of where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.  **Scientific Knowledge:** Recognise, talk about and know the changes that occur in Summer. Explore the life cycle of a butterfly. Observe and talk about the changes that happen.  Know and explain where a range of animals live and introduce habitats.  Make close observations of animals and minibeast in the natural world. Make comparisons and identify similarities and differences. |
| RE Key Questions | What makes people special? | What is Christmas? | How do people celebrate? | What is Easter? | What can we learn from stories? | What makes places special? |
| Festivals & Celebrations | Harvest  Diwali  Black History Month | Halloween  Bonfire night  Remembrance  Christmas Jumper day  Anti-Bullying Week | Chinese New Year  Lantern Festival (Taiwan)  Valentine’s day | Easter  Pancake day  World Book day  St Patrick's Day  Mother’s Day | Eid  Earth Day | Father’s Day |
| Computing | Introduction to IWB – mark making.  IWB - phonics and maths games. | | Continue previous learning.  Bee Bots – programming along a route.  Tablets - QR codes to listen to stories and rhymes. | | Continue previous learning.  Introduction to laptops - logging in. | |

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| **EAD** | The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |
| Daily:  singing, access to art area, modelled learning, music area | | | | | | |
| Joining focus | PVA Glue and Glue sticks. | Making Glue (flour and water).  Sellotape and masking tape.  Cardboard joins - L brace and flange. | Continue previous learning.  Flange, tab joins  Slot cut – Building strong base | Continue previous learning.  Holepunches and treasury tags. | Continue previous learning.  Split pins. | Continue previous learning. |
| Focus Artist | Goldsworthy - Natural art  Kandinsky – Colour mixing | | Esther Mahlangu – African art  Yayoi Kusama – Polka dot art | | Van Gogh – Sunflowers  Henri Matisse - Snail | |
| Music | Sing Up-  I’ve Got a Grumpy Face  Row Row Row Your Boat  Piano (exploring)  Singing familiar nursery rhymes  Introduce Poetry Basket | Sing Up-  The Sorcerer’s Apprentice  Witch, Witch  Christmas Performance - Singing  Poetry Basket  **Piano**:  Introduce simple notation for Twinkle Twinkle Little Star and Jingle Bells. | Sing Up –  Shake my Sillies Out  Up and Down  Poetry Basket  Percussion instruments  **Piano**  Baa Baa Black Sheep  Introduce Xylophone. | Sing Up –  Five Fine Bumblebees  Bird Spotting – Cuckoo Polka  Poetry Basket  Building musical instruments Percussion instruments  **Piano**  Happy Birthday | Sing Up –  Down There Under the Sea  It’s Oh So Quiet  Poetry Basket  **Piano**  Old Macdonald | Sing Up –  Slap Clap Clap  Bow, Bow, Bow Belinda  Poetry Basket  **Piano**  Incy wincey spider |
| Performances | Little Red Hen | Christmas Fair  Christmas Performance |  |  |  | Reception year group assembly |
| **Domestic Role Play** | Clean the house  Moving in/unpacking  Daily life - cooking (Tesco food delivery)  Daily life – technology  Diwali | Halloween  Introduce babies  Shopping/money  Winter - clothing  Christmas | Self-care – exercise  Self-care – hygiene  Chinese New Year  Pancake day  Illness – doll with chicken pox/first aid kit | Mother’s Day  St Patricks Day  Taking care of a pet | Easter  Eid  Family time – board and card games  Birthday party | Summer – clothing/sun safety  Father’s Day  Summer holiday  House for sale/moving out |