



## EYFS Long Term Plan – Reception

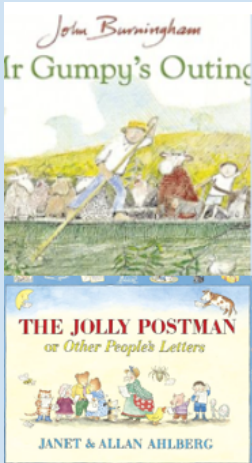
In the EYFS planning will be adjusted according to the interests and needs of the children. Throughout all learning, we will ensure activities and interactions support the Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, Playing with what they know, Being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, Enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, Making links, Choosing ways to do things

|                                                                                                                 | Autumn 1                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                           | Spring 1                                                                                                                                                                               | Spring 2                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme and Big question</b><br><br>These themes may be adapted at any point to allow for children's interest. | <b>Family, Friends and Me</b><br><br>Where do I belong?                                                                                                                                                                                                        | <b>Celebrations</b><br><br>What do we celebrate?                                                                                                                                                                   | <b>Space</b><br><br>What is it like outside our world?                                                                                                                                 | <b>Living and growing</b><br><br>What makes things grow?                                                                                               | <b>Around the world</b><br><br>Why is the world an amazing place to live?                                                                                                                                                                                                                    | <b>Journeys</b><br><br>How can we get there?                                                                                                                                                                                                                            |
| <b>Whole School Events</b>                                                                                      | Harvest assembly<br>Black History Month                                                                                                                                                                                                                        | Remembrance day<br>Other Faiths Week<br>Anti-bullying day<br>Christmas                                                                                                                                             | Epiphany<br>Safer Internet Day<br>NSPCC day<br>Shrove Tuesday<br>Ash Wednesday<br>Lent                                                                                                 | World book day<br>Easter<br>Mothers day<br>Science week                                                                                                | May, Month of Mary<br>Pentecost<br>World Earth Day                                                                                                                                                                                                                                           | Fathers day<br>Sports Day                                                                                                                                                                                                                                               |
| <b>Experiences</b>                                                                                              | Season Walk (Autumn)<br>Visit from police/fire brigade                                                                                                                                                                                                         | Museum visit - Black History month<br>Grandparent carol tea and carols<br>Nativity Production                                                                                                                      | Season Walk (Winter)<br>Public Library visit                                                                                                                                           | Living eggs<br>Caterpillars                                                                                                                            | Season Walk (Spring)                                                                                                                                                                                                                                                                         | Class assembly<br>Visit local Sainsbury's<br>Teddy bears picnic<br>Road safety                                                                                                                                                                                          |
| <b>Overview</b>                                                                                                 | The 'Family, Friends and Me' topic helps Reception children explore their personal identity, families, communities through self - awareness, empathy and social skills. Fostering a sense of belonging and understanding of different environments and people. | The 'Celebrations' topic explores diverse festivals, cultures and personal special events like birthdays, focusing on themes of religion, community, beliefs and christian values through drama, stories and food. | The 'Space' topic naturally captures children's curiosity and provides perfect context to explore communication, numbers and the world through planets, rockets, stars and astronauts. | The 'Living and Growing' topic explores how living things change over time. Children will learn about life cycles of animals, plant and human and will | The 'Around the world' topic helps Reception children to learn about different countries, climates, habitats and food. They will develop a better understanding of human diversity and will recognise that while people look or live differently everyone shares similar needs and feelings. | The 'Journeys' topic incorporates both local, everyday journeys on foot or by bus to imaginative exploration by air, sea and space. The children will engage in lots of activities linked with the local area, mapping and thinking about different types of transport. |

|                     |                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                    |                                                                                                                                                                |                                                                                                                                                                                                |                                                                                                                                                           |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents as Partners | <ul style="list-style-type: none"> <li>➤ Harvest Celebration</li> <li>➤ Secret visitor (talk about professions)</li> <li>➤ Phonics Workshop</li> </ul> | <ul style="list-style-type: none"> <li>➤ Friday reading mornings</li> <li>➤ Maths workshop</li> <li>➤ Nativity performance</li> <li>➤ Grandparent Christmas Carols and Tea</li> <li>➤ Secret visitor (talk about professions)</li> </ul> | <ul style="list-style-type: none"> <li>➤ Friday reading mornings</li> </ul>        | <ul style="list-style-type: none"> <li>➤ Library helper</li> <li>➤ Friday reading mornings</li> <li>➤ Easter craft day and hot cross buns gathering</li> </ul> | <ul style="list-style-type: none"> <li>➤ Friday reading mornings</li> <li>➤ Red party (Pentecost)</li> <li>➤ Parents to talk about heritage</li> <li>➤ Sharing heritage on Tapestry</li> </ul> | <ul style="list-style-type: none"> <li>➤ Friday reading mornings</li> <li>➤ Sports day</li> <li>➤ Teddy bears picnic</li> <li>➤ Class assembly</li> </ul> |
| Core text<br>T4W    |                                                                       |                                                                                                                                                         |  |                                                                            |                                                                                                            |                                                                       |

|                     |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                       |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Religious Education | Catholic Social teaching is interwoven throughout the curriculum<br>> Care of creation<br>> Preferential option for the poor<br>> Solidarity and peace<br>> Community and participation<br>> Dignity of Workers<br>> Human Dignity                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                       |
|                     | Creation and Covenant                                                                                                                                                                                                                                                                                                                                                        | Prophecy and Promise                                                                                                                                                                                                                                                                                                                         | Galilee to Jerusalem                                                                                                                                                                                                                                                                                                             | Desert to Garden                                                                                                                                                                                                                                                                                               | To the Ends of the Earth                                                                                                                                                                                                                                                                                                                    | Dialogue and Encounter                                                                                                                                                                                                                                                                                |
| RHE                 |                                                                                                                                                                                                                                                                                                                                                                              | Ten Ten<br>Handmade With Love                                                                                                                                                                                                                                                                                                                | Ten Ten<br>I Am Me<br>Heads, Shoulders,<br>Knees and Toes<br>Ready Teddy?                                                                                                                                                                                                                                                        | Ten Ten<br>I Like, You Like, We All<br>Like!<br>All The Feelings!<br>Let's Get Real                                                                                                                                                                                                                            | Ten Ten<br>Growing Up<br>New People, New<br>Places<br>God is Love                                                                                                                                                                                                                                                                           | Ten Ten<br>Loving God, Loving<br>Others<br>Me, You, Us<br>When I Grow Up...<br>Money Doesn't Grow<br>On Trees'                                                                                                                                                                                        |
| PSED                | Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significant adult modelling and guidance.<br><br>Children will pick up on adult language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.       |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                       |
|                     | I can talk about my feelings to trusted adults or special friends.<br>I may come into school upset but can be comforted by adults. I can listen to the rules and expectations and I am beginning to follow them.<br>I am becoming more independent at coming into school in the morning and getting ready for home at home time.<br>I am using the toilet independently most | I can comfort a friend who is upset. I can identify my own emotions and name them.<br>I am beginning to take turns and share resources and I am developing patience and understanding that there is more than just me in the class.<br>I am using my preferences to choose what I would like to do at school.<br>I can put my coat on and am | If I get upset I know who to talk to or know some ways to calm myself down if needed. I am becoming more proud of myself for achieving things such as pupil of the week.<br>I know and follow the behavioural expectations of the school.<br>I am becoming much more independent – getting things for home, eating my dinner and | I can talk about my interests and likes and dislikes at school.<br>I am beginning to understand why listening is important to help me learn and keep me safe.<br>I am looking after myself at school (personal and hygiene needs). I am developing resilience and perseverance independently.<br>I am building | I am beginning to share, take turns, reason and look after my friends. I can apologise if I hurt someone accidentally or make someone else upset.<br>I am confident to try new things. I am continuing to develop my resilience and perseverance independently.<br>I am continuing to look after and care for myself.<br>I am continuing to | I can show emotional maturity ready for the emotional resilience needed for KS1.<br>I can use reason and resolutions with other children to keep games and play fair.<br>I am developing independence and can manage my behaviour in a range of situations in school.<br>I have developed resilience, |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p>of the time at school. I know it is okay to ask for help and will do so.</p> <p>I am beginning to build new positive relationships with pupils and staff in my new setting. I may begin to play alongside other children if ready.</p>                                                                                                                                                                                                                 | <p>becoming more confident and skilled in using buttons and zips. I am continuing to build on the relationships started last term. I can talk to children and adults in my setting and begin to ask for help if I need it.</p>                                                                                                                                                                               | <p>snacks, asking for help, getting a drink when I need one.</p> <p>I am independently making healthy food choices such as at dinner time. I have friendships and may have a special friend. I can play with these children in and out of the classroom.</p>                                                                                                                      | <p>relationships through play and talk and conserve with many of my peers.</p>                                                                                                                                                                                                                                                                                                            | <p>build strong bonds with other children in my school and care for my peers e.g. getting them tissues, asking them to join in with a game.</p>                                                                                                                                                                                                                          | <p>independence and perseverance to support me through transition and the next step in their school journey.</p> <p>I know if I have hurt someone's feelings and will apologies without being asked. I know some children might like or dislike the things I do and that it is okay. We all look after each other and want to help our friends.</p>                                                                |
| Communication and language | <p>➤ Children will continue to learn new vocabulary and its meaning.</p> <p>➤ Children will continue to use new vocabulary in conversations and discussions – with teachers and peers.</p> <p>➤ Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory</p>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                            | <p>I am beginning to listen to other children in my setting.</p> <p>I can listen during story time and show an interest in the books being read.</p> <p>I can sit on the carpet and show some attention – this may only be for a short time. I can pay attention to one thing at a time.</p> <p>I can join in with story time, rhymes, poems. I can respond appropriately when asked e.g. 'smart sitting on the carpet'.</p> <p>I can follow simple 1</p> | <p>I am able to listen more on the carpet and when being spoken to by their teacher and peers. I continue to listen to new stories that are shared with me.</p> <p>I am paying more attention on the carpet and during guided tasks. I am beginning to understand why I need to pay attention.</p> <p>I can respond to questions based on a text that has been read. I am beginning to discuss events in</p> | <p>My listening skills are continuing to develop and I am able to listen in lots of different situations such as carpet time, assembly, phonics and other lessons. I am showing a good level of attention and concentration. I am being attentive during classroom tasks – both guided and independent. I can make predictions about what might happen next in a story. I can</p> | <p>I listen when both in and out of school and pay attention to the person talking. When out of school I know it is important to listen to keep safe – such as cars or Stranger danger. I can maintain attention in different contexts. Children show attention to both peers and adults.</p> <p>I am beginning to keep the conversation going with pupils and adults. I can use talk</p> | <p>My listening skills are continuing to develop, and I can listen in a range of situations.</p> <p>I can listen while taking part in a guided task while remaining on task. I am developing my attention skills to both listen and continue with an activity.</p> <p>I can keep the conversation going and extend the conversation. I can ask and answer questions.</p> | <p>I can show good listening skills and can listen to one another, adults and new people with great skill.</p> <p>I can attend to others in play. I show good levels of attention during learning tasks. I can ask questions and for clarification on new knowledge. I can explain myself if I'm misunderstood. I can retell a story showing a good understanding. I am understanding and using a large number</p> |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | <p>step instructions. I can understand appropriate 'why' questions.</p> <p>I am speaking in simple sentences. I can say simple rhymes and sing songs and poems.</p> <p>I can speak to the adults and children in the class.</p>                                                                                                                                                                                                                                                                                                 | <p>stories and asking questions about them. I am responding to other children and the adults in the setting.</p> <p>I can follow clear instructions with 2 parts.</p> <p>I am using expressions to communicate meaning. I am starting conversations and speaking to familiar adults. I am taking turns and telling about past events.</p> | <p>discuss both fiction and non-fiction books. I am continuing to build a rapport with friends. I can take turns when speaking and responding to peers and adults with a clear understanding of what has been said.</p> <p>I am using talk to pretend play. I am explaining and describing things through speech. I can talk in the past tense.</p> | <p>to resolve conflict, and discuss my ideas. I can use newly learnt vocabulary in my responses.</p> <p>I am asking questions to clarify understanding and confirm knowledge. I am showing a good understanding of texts that have been read to me through their recall.</p> <p>I am using talk to clarify my thinking and ideas. I am speaking in well-formed sentences. I am using speech to reason and problem solve and verbally telling stories.</p> | <p>I am following clear instructions with 3 parts. I am showing understanding through talk and actions.</p> <p>I can explain how things work, what has happened and why. I can solve problems, reasoning with others and fix friendship issues through speech. I am adding detail to my sentences.</p> | <p>of words and new vocabulary in my conversations and during discussions.</p> <p>I can create an imaginary story of my own in play. I can speak clearly in well-formed sentences using new vocabulary in different contexts. I can use past, present, and future tenses in conversation with peers and adults.</p>                |
| Physical Development | <p>➤Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport.</p> <p>➤Children will develop fine motor skills to use a range of tools safely and confidently.</p> <p>➤Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoons.</p> <p>➤Children will develop a good posture when sitting at a table (classroom and dinner times)</p> <p>➤Develop a good pencil grip ready for Year 1 writing expectations.</p> |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |
|                      | <p>Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>I am beginning to use my core muscle strength to achieve good posture when sitting on the floor or at the table. I am beginning to safely use tools and equipment.</p>                                                                                                                                                                                                  | <p>Children will revise and refine the fundamental movement skills they have already acquired.</p> <p>I am beginning to develop my overall body; strength, balance, co-ordination, balance and agility. I am experimenting with moving in different ways.</p> <p>I continue to develop my fine motor skills. I am beginning to learn</p>  | <p>Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>I continue to develop overall body strength, balance and coordination. I am developing my ability when dancing to music.</p>                                    | <p>Children will know and talk about the different factors that support their overall health and wellbeing.</p> <p>I am negotiating space successfully and can adjust speed and direction.</p> <p>I am showing increasing control with a ball.</p> <p>I can form recognisable letters with an effective</p>                                                                                                                                               | <p>Children will combine different movements with ease and fluency.</p> <p>I can use equipment safely with consideration to others. I can move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>I am comfortably using scissors and</p>      | <p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I can negotiate space and obstacles safely. I can show strength, balance and coordination when playing. I can move energetically in a range of different ways.</p> <p>I am using the tripod</p> |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                     |                                                                                                                                                       |                                                                                                                                                                                       |                                                                                                                                                                     |                                                                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p>I can use pencils and other equipment comfortably. I am making snips on paper either using one hand or two.</p> <p>PE planning - Me and Myself</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>correct letter formations and use these in their writing.</p> <p>PE planning - Movement Development</p>                                                                                                                          | <p>I am developing an effective pencil grip. I am developing skills when using tools including scissors.</p> <p>PE planning - Working with others</p> | <p>pencil grip.</p> <p>PE planning - Dance</p>                                                                                                                                        | <p>small tools..</p> <p>PE planning - Ball Skills</p>                                                                                                               | <p>grip and range of small tools. I am showing accuracy when drawing.</p> <p>PE planning - Fun and Games</p>                                     |
| Phonics                    | <p>Little Wandle</p> <p>(s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Little Wandle</p> <p>(ff,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh,th,ng,nk, words with S added at the end)</p>                                                                                                                              | <p>Little Wandle</p> <p>(ai,ee,igh,oa,oo,oo,or,ur,ow,oi,ear,air,er,dd,mm,tt,bb,rr,gg,pp,ff)</p>                                                       | <p>Little Wandle</p> <p>(review Phase 3: oi,ee,igh,oa oo,ar,or,ur,oo ow,oi,ear)</p>                                                                                                   | <p>Little Wandle</p> <p>(short vowels, longer words compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est)</p>                                    | <p>Little Wandle</p> <p>(long vowel sounds CVCC CCVC, root word ending in: -er, -est longer words)</p>                                           |
| Mathematics                | <p>White Rose Maths</p> <p>Getting to know you<br/>Match and sort<br/>Compare amount, size, mass and capacity</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>White Rose Maths</p> <p>Representing and comparing 1,2,3<br/>Composition of 1,2,3<br/>Circles and triangles<br/>Positional language<br/>Representing numbers to 5<br/>One more and one less<br/>Shapes with 4 sides<br/>Time</p> | <p>White Rose Maths</p> <p>Introducing zero<br/>Comparing numbers to 5<br/>Composition of 4,5<br/>Compare mass and capacity</p>                       | <p>White Rose Maths</p> <p>6,7 and 8<br/>Combining two amounts<br/>Making pairs<br/>Length and Height<br/>Counting to 10<br/>Comparing numbers to 10<br/>Bonds to 10<br/>Patterns</p> | <p>White Rose Maths</p> <p>Build numbers beyond 10<br/>Count patterns beyond 10<br/>Spatial reasoning<br/>Adding more<br/>Taking away<br/>Compose and decompose</p> | <p>White Rose Maths</p> <p>Doubling<br/>Sharing and grouping<br/>Even and Odd<br/>Patterns and relationships<br/>Spatial mapping<br/>Mapping</p> |
| Understanding of the World | <p>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.</p> |                                                                                                                                                                                                                                     |                                                                                                                                                       |                                                                                                                                                                                       |                                                                                                                                                                     |                                                                                                                                                  |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>I can talk about members of my family and the relationship to them e.g. Mum, Dad. I know that I can find out information from different sources I am learning to respect special things in my own life.</p> <p>I am learning about the seasons and know it is Autumn. I can talk about the seasons and have some understanding about the changes that happen in the world. I can recount events that have happened. I can talk about roles people have in society (both in the present and past). I understand the need for these roles.</p> | <p>I can use the language of time when talking about past and present events in my own life and in the lives of others. I am finding out about key historical events and why and how we celebrate today. Remembrance Day, Christmas Day, Diwali. I can recognise that people have different beliefs and celebrate special times in different ways. I can recognise some environments that are different to the one in which I live. I can use positional language.</p> | <p>I can visually represent my own day on a simple timeline.</p> <p>I understand some changes in the natural world around me, including the seasons.</p> <p>I am beginning to understand what curiosity is and the importance of asking questions. I am finding out about other countries and people through non-fiction texts, stories, visitors, celebrations.</p> <p>I can use positional language and extend this to using BeeBots or instructing a friend to move. I can describe an animal using some scientific vocabulary. I have some understanding of animal habitats and can describe them and who lives in them.</p> | <p>I can talk about and understand changes in my own lifetime and what happens when I get older.</p> <p>I can describe images of familiar situations in the past when looking and contrast images or stories. I am learning about growth and change.</p> <p>I can talk about human lifecycles and how I grow and change – I understand how I have grown and how I will continue to grow. I am looking at how I look and people older than me look – what is the same and what is different. I can name body parts and how to keep myself healthy.</p> <p>I am developing a good understanding of a lifecycle as part of the topic.</p> <p>I can name parts of a plant and what it needs to grow as part of the current topic. I can grow my own plants and look after them.</p> | <p>I know that different places are special to different people.</p> <p>I can draw information from a simple map and identify landmarks of our local area walk.</p> <p>I can make observations or find information about different locations and places. I can recognise and describe features of a studied location. I am observing the plants and trees around me and how they change.</p> <p>I can draw a simple map and listen to stories with maps. I can recognise some common signs.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. I can understand what 're-cycle' means and why we should do it.</p> <p>I can confidently programme a BeeBot.</p> | <p>I can order experiences that have happened to me and in stories I have read. I am confident in comparing and contrasting the past and present and can describe and ask questions about old and new. I can notice similarities and differences independently and talk about these.</p> <p>I can compare and contrast different places. I show respect to one another and to animals.</p> <p>Children can create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>I am confident at naming a range of animals and where they live (habitat) and can sort some animals into the habitat they live in. I care for and look after animals and encourage others to do so.</p> <p>I am finding out about other countries and people through non-fiction texts, stories, and visitors.</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Science (UW)</p>               | <p>Scientific enquiries develop key skills like finding things that are similar or different, being curious and starting to ask questions, performing simple tests and using equipment, using senses to observe and look closely to notice changes, making simple records, talking about observations, sorting and matching things.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                       |
|                                   | <p>Scientific enquiry: Senses</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Scientific enquiry: Cooking and experimenting</p>                                                                                                                                                                                                                                                                                                                                                                | <p>Scientific enquiry: Freezing and Melting</p>                                                                                                                                                                                                                                                                                                        | <p>Scientific enquiry: Lifecycle of a chicken<br/>Growing a plant</p>                                                                                                                                                                                                                                        | <p>Scientific enquiry: Materials</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Scientific enquiry: Floating and sinking</p>                                                                                                                                                                                                                                                                                                                                       |
| <p>Expressive arts and Design</p> | <p>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.</p> <p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                       |
|                                   | <p>Singing simple well known songs and rhymes, introducing new daily rhymes.</p> <p>Describing the sounds I can hear.</p> <p>familiar people from memory, with attention to detail. Attempt basic attachment techniques. Dance with large arm movements using props – ribbon and fabric</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Nativity Performance – joining in with the words to sing and using actions.</p> <p>Listening to music.</p> <p>Create new colours by mixing paints; predict and narrate the effects. Explore textures, colour and patterns in the environment and classroom. Generate short narratives about the environment using small world props. Mark the beat and imitate rhythms with tapping and striking instruments</p> | <p>Exploring musical instruments including body percussion.</p> <p>Playing instruments in time and in a simple composition.</p> <p>Create new colours by layering and overlapping translucent materials Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Copying dance routines and exercise videos.</p> | <p>Experimenting with changing my voice with different tempo, pitch and dynamics.</p> <p>Describing instrument sounds.</p> <p>Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw a single or a sequence of images from the imagination to illustrate a story.</p> | <p>Singing a range of familiar nursery rhymes and songs – singing sometimes in tune.</p> <p>Talk about how music makes me feel.</p> <p>Make increasingly detailed observational drawings and paintings of natural found objects and living things Outdoors know how to join wood and reclaimed materials to make objects with a purpose. Large construction. Select reclaimed materials</p> | <p>Performing songs, rhymes, poems and stories and moving in time with the music.</p> <p>Composing and adapting my own music using my voice and with instruments.</p> <p>Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Shape and mould wet sand and clay with hand tools to create particular effects.</p> |

|                |                                                                                                                                                                                          |                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                      |                                                                                                                                                                                          |                                                                                                                             |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                                                                                                          |                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                      | to collage representationally or with a design idea and explain choices. (junk modelling and design)                                                                                     |                                                                                                                             |
| Music          | Charanga Musical School<br>Me!<br>                                                                      | Charanga Musical School<br>Nativity play<br> | Charanga Musical School<br>Musical Activities<br>                                                    | Charanga Musical School<br>Musical Activities<br> | Charanga Musical School<br>Big Funk Bear<br>                                                          | Charanga Musical School<br>Our World<br> |
| Artist Studies | Wassily Kandinsky<br>  |                                                                                                                               | Alma Thomas<br>  |                                                                                                                                      | Romero Britto<br>  |                                                                                                                             |