Reception Long Term Plan

School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

EYFS Vision:

At Eastbury Farm, we are committed to provide a safe, nurturing and stimulating environment, which supports the growth of independence, curiosity, collaboration and a love of learning. We value each unique child and seek to encourage children to reach their full potential. We encourage collaborative relationships with our peers and adults and form close partnerships with families to provide the best experiences for our children building on their interests, strengths and talents. We ensure that all children's starting points are identified and built upon so that all children can achieve the highest possible outcomes

Characteristics of Effective Learning

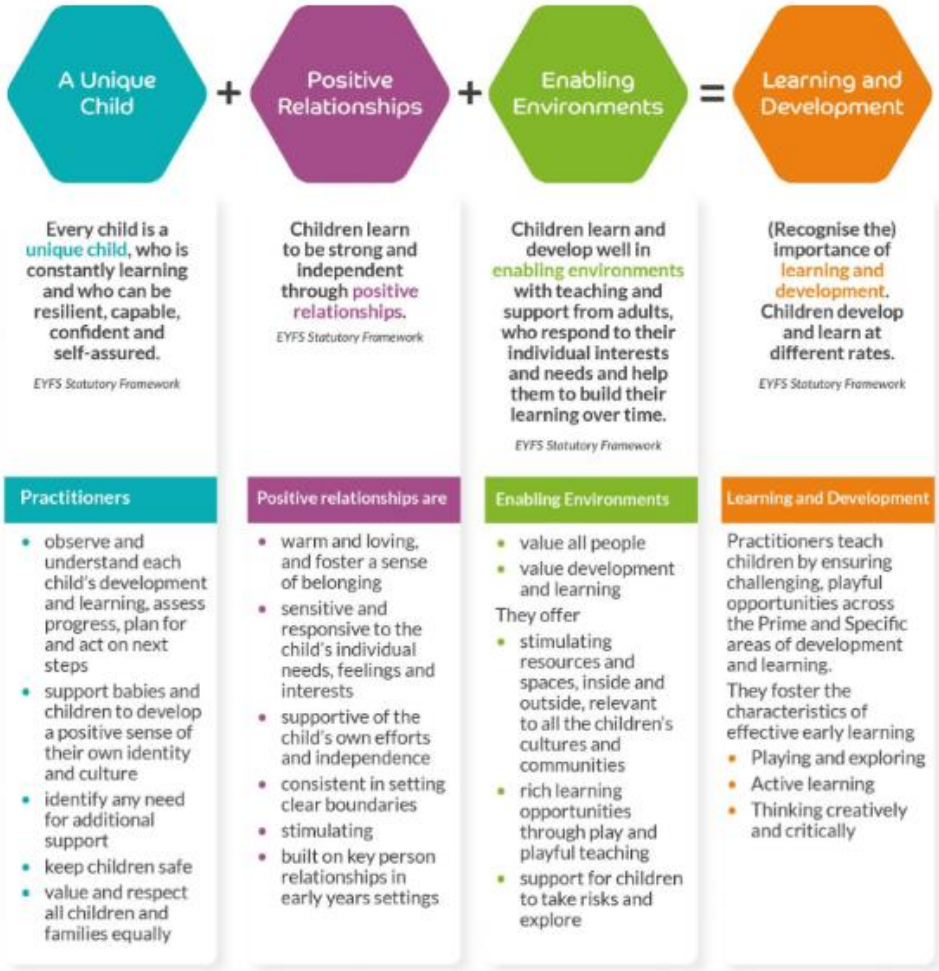
Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.
Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

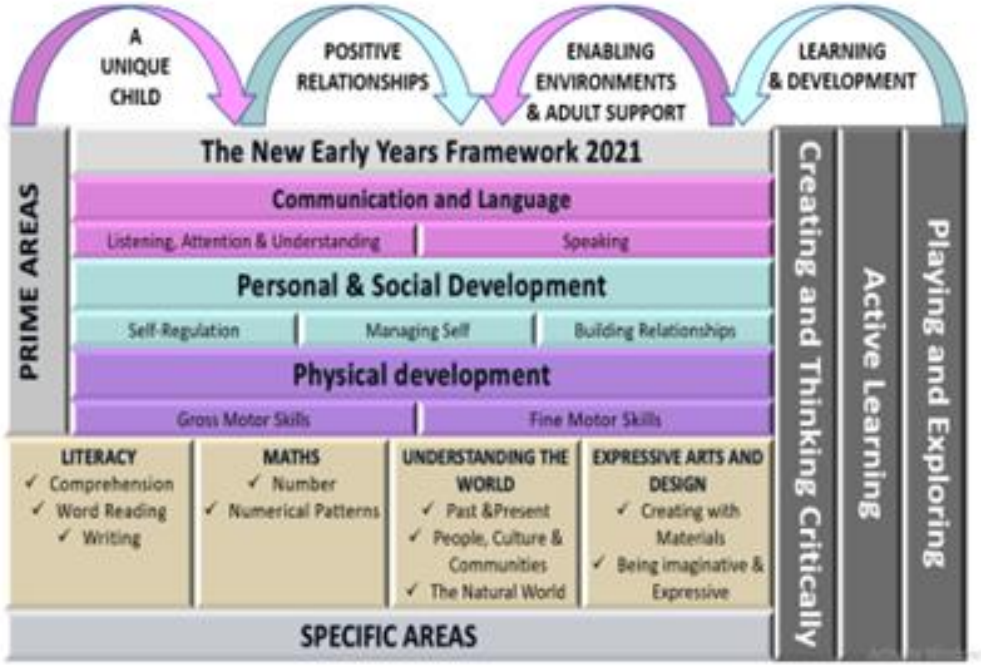
Overarching principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2021). We must be aware of children who need greater support than others.

PLAY: At Eastbury Farm Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'
EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL time


A Unique Child
+
Positive Relationships
+
Enabling Environments
=
Learning and Development
Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.
EYFS Statutory Framework
Children learn to be strong and independent through positive relationships.
EYFS Statutory Framework
Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
EYFS Statutory Framework
(Recognise the) importance of learning and development. Children develop and learn at different rates.
EYFS Statutory Framework
Practitioners
observe and understand each child's development and learning, assess progress, plan for and act on next steps
support babies and children to develop a positive sense of their own identity and culture
identify any need for additional support
keep children safe
value and respect all children and families equally
Positive relationships are
warm and loving, and foster a sense of belonging
sensitive and responsive to the child's individual needs, feelings and interests
supportive of the child's own efforts and independence
consistent in setting clear boundaries
stimulating
built on key person relationships in early years settings
Enabling Environments
value all people
value development and learning
They offer
stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities
rich learning opportunities through play and playful teaching
support for children to take risks and explore
Learning and Development
Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning.
They foster the characteristics of effective early learning
Playing and exploring
Active learning
Thinking creatively and critically


A UNIQUE CHILD
POSITIVE RELATIONSHIPS
ENABLING ENVIRONMENTS & ADULT SUPPORT
LEARNING & DEVELOPMENT
PRIME AREAS
The New Early Years Framework 2021
Communication and Language
Listening, Attention & Understanding
Speaking
Personal & Social Development
Self-Regulation
Managing Self
Building Relationships
Physical development
Gross Motor Skills
Fine Motor Skills
LITERACY
✓ Comprehension
✓ Word Reading
✓ Writing
MATHS
✓ Number
✓ Numerical Patterns
UNDERSTANDING THE WORLD
✓ Past &Present
✓ People, Culture & Communities
✓ The Natural World
EXPRESSIVE ARTS AND DESIGN
✓ Creating with Materials
✓ Being imaginative & Expressive
SPECIFIC AREAS
Creating and Thinking Critically
Active Learning
Playing and Exploring

Statutory national education programmes

Communication and language	PSED	PD	Literacy	Mathematics	Understanding the World	Expressive arts and design
						
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	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.	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.

Eastbury Farm School EYFS Long Term Plan sets out overarching themes per term and potential learning for all 7 areas of learning. At the beginning of each term, children's interests and ideas are gathered and incorporated into the termly and weekly planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme linked to subjects and ELG	*All about me*	*Superheroes and me*	*All creatures great and small*	*Let's celebrate*	*Once upon a time*	*Me and my world*
Subtheme	Me and my family My local area My community Using my senses My emotions I am growing Celebrations – Diwali, Bonfire Night, Remembrance Day, Children in Need	Healthy life Growth Superhero and powers Recycling and looking after the environment Christmas celebrations Celebrations – Harvest, Hanukkah, Black History Month, Diwali	Under the sea Pollution in the ocean Jungle animals Farm animals Celebrations – Valentine's Day, Chinese New Year, Pancake Day	Festivals and celebrations – Chinese New Year, Pancake Day, St Patrick's Day, St George's Day, Easter, Ramadan, Eid, Mother's Day, World Book Day, Holi, Red Nose Day Colour and light	Materials and structures Life cycle of beans Planting and growing Celebrations – Earth Day	Minibeasts Life cycles Woodland animals Compare and contrast areas Habitats Nocturnal animals Space Pollution in the ocean Celebrations – Father's Day
Schemes Herts Essential Maths Reception	See Long Term Plan (Maths)	See Long Term Plan (Maths)	See Long Term Plan (Maths)	See Long Term Plan (Maths)	See Long Term Plan (Maths)	See Long Term Plan (Maths)
Jigsaw PSHE scheme	PSHE (Being me in my world)	PSHE (Celebrating difference)	PSHE (Dreams and goals)	PSHE (Healthy me)	PSHE (Relationships)	PSHE (Changing me)
Charanga	Music (Chant to animals)	Music (Creative Move)	Music (Lilting Lullaby)	Music (Number time)	Music (Wellbeing Matters)	Music (Rhythm Adventure)
Herts RE Syllabus	**RE** Beliefs and practices	**RE** Symbols and actions	**RE** Identity and belonging	**RE** Ultimate questions	**RE** Prayer, worship, and reflection	**RE** Sources of wisdom
EVOLVE - E-SAFETY (Computing)	**Project Evolve- Self Image and Identity** I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	**Project Evolve-Online relationships** I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	**Project Evolve- Online Bullying** I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. **Online reputation** I can identify ways that I can put information on the internet	**Project Evolve- Privacy and Security** I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	**Project Evolve- Managing online information** I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	**Project Evolve- Health, Wellbeing and Lifestyle** I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. **Copyright and ownership** I know that the work I create belongs to me. I can name my work so that others know it belongs to me.
Get Set 4 PE	Introduction to PE (Everyday life)	Ball skills (Weather)	Dance (Places)	Fundamentals (places and spaces)	Games (Around the world)	Gymnastics (Traditional tales)

Key Texts **Literacy linked to the HFL scheme)** Topic	**That's Not My Name** **You Can** **All Are Welcome** **All Kinds of People** **Faces** **Hug** **The Tiger Who Came to Tea** **Beegu** **We're Going on a Bear Hunt** Once There Were Giants So Much The Little Red Hen In Every House on Every Street Daisy, Eat Your Peas	**The Cat and the Rat and the Hat** **Oi Cat** **There's a Bear on My Chair** **This is the Bear** **My Must-Have Mum** **Me and My Sister** **My Grandpa** **JoJo and GranGran Go to the Hairdresser** **Say Goodbye, Say Hello** Binny's Diwali Berties Poppy Michael Recycle A Superhero Like You Supertato The Jolly Christmas Postman	**Life-Size Baby Animals** **Joy** **I Can Swim** **Oh No George** **I Like Bees, I Don't Like Honey** **Super Duper You** **Happy to Be Me** **Things I Like** Sharing a Shell Walking Through the Jungle Farmer Duck Goldy Luck and the Three Pandas	**Festivals** **Our Favourite Day** **I Love Chinese New Year** **Kippers Birthday** **We Catch the Bus** **The Goat and the Stoat and the Boat** **We're Going on a Bear Hunt** **On the Way Home** Brenda's Boring Egg My First Ramadan The Scarecrows' Wedding Festival of Colour	**Goldilocks and the Three Bears** **Anansi and the Golden Pot** **Jack and the Beanstalk** **Each Peach, Pear, Plum** **Amazing** **You're So Amazing** **Everybody Has a Body** **I Don't Want to Wash My Hands** The Three Billy Goats Gruff The Three Little Wolves and the Big Bad Pig The Gingerbread Man	**I Saw a Bee** **That's My Flower** **A New Green Day** **You Choose** **You Choose Fairy Tales** **Help! We Need a Title!** The Very Hungry Caterpillar Owl Afraid of the Dark Look Up Clean Up Handa's Surprise
Wow moments **(Not an exhaustive list)**	Bringing in photos of us as babies Self portraits Visit from a baby Autumn walk Harvest festival Forest school campfire Things special to me Making bread BHM art inspired by the artist Esther Mahlangu	School firework display Diva making with clay Diwali celebrations Christmas time/Nativity Children in Need Winter walk Walk to the Post-box Remembrance Day Hanukkah Parents to come in and talk about occupations People who help us visitors Creating vegetable superheroes Design and make a superhero cape	Comic relief Chicks Animal visit Shrove Tuesday/ Lent Chinese New Year cooking David Shepherd artwork Litter pick Sandwich making	Mothering Sunday Mother's Day busy fingers Easter Egg hunt Easter nest cakes Spring Walk World Book Day Ramadan Eid Holi Red Nose Day	Ramadan/Eid-al-Fitr Planting beans and seeds Making bridge structures Food tasting Monet's Water Lily Pond artwork Clay trolls	Father's Day Kandinsky inspired art School Sports Day Class assembly to parents Transition to new class End of year picnic Minibeast hunt Offsite trip
Prior learning	**All about me** Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different, and we must always show kindness and respect. I have grown from a	**Superheroes** Superheroes have powers, and they can use these to solve problems. They may be born with powers, or these may evolve. **Real life superheroes**	**Animals** There are a range of animals in our world that live on land, sea and in the air.	**Celebrations** Easter is a Christian festival to celebrate the resurrection of Jesus from the dead. Mothering Sunday is a special day to celebrate mothers or the women in our lives and	**Celebrations** Ramadan is a Muslim festival. It is a month of fasting, prayer, reflection, and community. **Planting and growing**	**Seasons** In Summer it can be hot, and lots of things grow. **Pollution** It is important to protect the sea from pollution by trying to reduce the amount of

	baby, and I will continue to grow. I have a community and my local area. **Senses** I have 5 senses that I use to explore the world around me. Some people may not have all these senses, such as hearing, sight, etc. **Emotions** I can feel a range of different emotions. I display my emotions in a range of ways. My actions can affect other people. **Celebrations** Different people celebrate different things and have different traditions. People celebrate their birthdays to remember the day they were born. **Seasons** The seasons are Autumn, Winter, spring, and summer. In autumn, some leaves change colour and start to fall off the trees.	We also have real superheroes such as doctors, dentists and vets who help to look after us. **Global citizens** We have a responsibility to look after our world, which includes recycling and trying to reduce waste. **Healthy eating** It is important to have a varied diet to help our bodies grow. There are a range of food groups, and all foods can be enjoyed in moderation. Some people have allergies, so they are unable to eat some foods without having reactions. **Celebrations** Bonfire Night is on the 5th of November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th of November. We remember all the people who have died in wars. There is a time of silence at 11 am. Diwali is the Hindu festival of light, and Hanukkah is the Jewish festival of light. **Christmas** Advent is a time of preparation for Christmas. Christmas takes place on the 25th of December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth. **Seasons** Not much grows in Winter. It is cold and can be snowy and icy.	**Life cycle** All living things go through a series of changes as they grow and change. **Pollution** It is important to protect the sea from pollution by trying to reduce the amount of plastic in the ocean. Also, discuss deforestation and how it might affect jungle animals. **Celebrations** Chinese New Year is based on 12-year cycles determined by the Chinese lunar calendar, with an animal related to each sign.	the things that they do for us. **United Kingdom** The United Kingdom is made up of 4 countries: England, Wales, Scotland and Northern Ireland. In these countries, they celebrate St George's Day, St Patrick's Day and Burns Night. **Seasons** In spring, it starts to get warmer, and things start to grow again.	Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves, and flowers. Plants need light, warmth, water, and food to grow. **Materials** There are different materials, which each have their own properties. **Life cycle of plants** Plants need sun, water and soil. They start as a seed and go through stages of growth. **Global citizens** We have a responsibility to look after our world, which includes recycling and trying to reduce waste.	plastic in the ocean. Also, discuss deforestation and how it might affect jungle animals. **Transition** Talk to the children about how they have had fun in Reception and talk about the things they will be experiencing as they move into Y1. **Habitats** Talk about how different animals are suited to live in different places and have adapted to do this. Think about the similarities and differences between habitats. **Nocturnal animals** Some animals are nocturnal, which means they are asleep during the day and awake at night. **Life cycle of animals** All living things go through a series of changes as they grow and develop. Countries We live on Earth. It has different countries and 7 continents: Asia, Africa, North and South America, Antarctica, Europe, and Australia. All these continents have differences.

Key vocab (including but not limited to)	Family, respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive, growing, change, hearing, tasting, touching, smelling, seeing, materials, small, medium, large, harvest.	Christmas, Christian, celebration, festival, Hindu, Diva lamp, advent, Recycling, materials, invisibility, strength, power, costume, greater good, vision, cause, environment, rhyming words.	Growth, transformation, life cycle, Chinese celebration, Kung Hei Fat Choy, habitats, predator, prey, pride, patterns, pollution, marine life, conservation, jungle, rainforest, deforestation.	Chinese New Year, Chinese celebration, Kung Hei Fat Choy, Pancake Day, St Patrick's Day, St George's Day, Easter, Christian festival, hot cross buns, Christian cross, Ramadan, Eid, Mother's Day, World Book Day, Holi, Red Nose Day, Colour and light.	Beanstalk, growth, height, strength, distraction, melting, mixing, Changes of state, Life cycle, properties, likes and dislikes.	Nocturnal, diurnal, habitat, light, dark, emotion, transition, worries, fears, excitement, pollution, space, planets, rocket, astronaut, minibeasts, similarities and differences, parts of an animal.
Assessment opportunities	Transition level of need from the previous setting reviewed In house baseline data on entry - phonics, numbers, key words, fine motor, reading National baseline by end of term Attainment on entry data - sent to HFL Data analysed and interventions set up Pupil progress meetings	Ongoing assessments: phonics, key words Pupil progress meetings Parents evening info GLD predictions for EOY End of Autumn data – analysed and interventions set up Internal moderation Tracking of reading levels	Ongoing assessments: phonics, key words Pupil progress meetings Track interventions Refer to GLD predictions for EOY to track progress made Internal moderation	Ongoing assessments: phonics, key words Pupil progress meetings Track interventions Refer to GLD predictions for EOY to track progress made Internal moderation End of term data analysed, and interventions monitored Parents evening Tracking of reading levels	Ongoing assessments: phonics, key words Pupil progress meetings Track interventions Refer to GLD predictions for EOY to track progress made Internal moderation	Ongoing assessments: phonics, key words Pupil progress meetings Tracking of reading levels Parents report End of term data analysed and sent to HFL Pupil progress meetings Handover with new class teachers

Curriculum

CL History DT Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, Class Bear, Class helpers, daily calendar news, daily	**Most children 3/4** •Can find it difficult to pay attention to more than one thing at a time - Settling in •Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Settling in •Understand 'why' questions, like: "Why do you think the caterpillar got so fat? - Class routines and curriculum learning •May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic	**Most children 3/4** •Understand 'why' questions, like: "Why do you think the caterpillar got so fat? - Class routines and curriculum learning •Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Settling in •Use a wider range of vocabulary - Adult modelling and classroom curriculum •Develop their communication but may continue to have problems	**Some children 3/4** •Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Poem of the half term and story retell using story maps •Sing a large repertoire of songs - Charanga and nursery rhymes •Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions - Hot seating of characters, adults modelling and high-quality interactions **Most children (Reception)** •Understand how to listen carefully and why listening is	**Most children (Reception)** •Learn rhymes, poems, and songs - Poem of the half term and Charanga •Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Linked celebrations • Develop social phrases - Adult modelling and CIL Connect one idea or action to another using a range of connectives - Adult modelling and CIL	**Listening, attention and understanding** •Hold conversations when engaged in back-and-forth exchanges with their teacher and peers - Circle times, PSE, CIL, AD teaching and curriculum •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions.	**Listening, attention and understanding** •Make comments about what they have heard and ask questions to clarify their understanding - Circle times, AD teaching and curriculum **Speaking** •Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling

visual timetable, Poem of the half term. **Daily story time - children vote for stories**	words such as 'pterodactyl', 'planetarium' or 'hippopotamus'- Baseline assessments and phonics •Can start a conversation with an adult or a friend and continue it for many turns - CIL and class routines **Some children (Reception)** •Articulate their ideas and thoughts in well-formed sentences-AD teaching, modelling through high-quality interactions during CIL	with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'- Adult modelling •Use longer sentences of four to six words - Adult modelling and classroom curriculum •Use talk to organise themselves and their play: "Let's go on a bus... you sit there… I'll be the driver."- CIL interactions • Enjoy listening to longer stories and can remember much of what happens - Class story at the end of each day (Voting system and story of the week) **Some children (Reception)** •Learn new vocabulary - From AD teaching •Use new vocabulary throughout the day from AD teaching •Engage in story times - Reading area and end of day story • Engage in non-fiction books - linked to the theme and celebrations •Listen to and talk about stories to build familiarity and understanding - Book of the week •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Linked to the theme and celebrations	important - Classroom routines and CIL • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen - Classroom routines, CIL and changes in environment Learn new vocabulary - From AD teaching •Use new vocabulary throughout the day - From AD teaching •Ask questions to find out more and to check they understand what has been said to them - Topic-related work, CIL and AD tasks •Articulate their ideas and thoughts in well-formed sentences - Topic-based and CIL •Describe events in some detail- CIL, Book of the week and classroom curriculum •Engage in story times-Book of the week and story of the day •Listen to and talk about stories to build familiarity and understanding - Linked to English book of the week •Use new vocabulary in different contexts - Ongoing •Listen carefully to rhymes and songs, paying attention to how they sound - Poem of the week and Charanga •Learn rhymes, poems, and songs - Poem of the week and Charanga • Engage in non-fiction books- Linked to the theme and celebrations **Some children (ELG)** •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Linked to the theme and celebrations	•Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Use new vocabulary in different contexts - Ongoing **Some children (ELG)** •Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Circle times, AD teaching and curriculum •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Circle times, AD teaching and curriculum •Hold conversations when engaged in back-and-forth exchanges with their teacher and peers - Circle times, PSE, CIL, AD teaching and curriculum	**Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Circle times, AD teaching and curriculum •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Circle times, AD teaching and curriculum	and support from their teacher •Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Circle times, AD teaching and curriculum •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Circle times, AD teaching, poem of the month

PSE PSE DT Science RE -Class helpers -Zone of Regulation -Calm area for children to use in CIL -Weekly PSHE sessions -Class discussions and circle time - Values - Star of the week/Bee of the week	**Most children 3/4** •Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them - Initial settling/All about me topic •Become more outgoing with unfamiliar people, in the safe context of their setting - Settling into new environment •Play with one or more other children, extending and elaborating play ideas-All about me topic •Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'- Zones of Regulation •Begin to understand how others might be feeling – Zones of Regulation **Some children (Reception)** •Build constructive and respectful relationships •Express their feelings and consider the feelings of others •Show resilience and perseverance in the face of challenge •Manage their own needs	**Most children 3/4** •Develop their sense of responsibility and membership of a community - classroom routine and CIL •Show more confidence in new social situations - classroom routine and CIL •Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas •Increasingly follow rules, understanding why they are important - Classroom routine and CIL •Do not always need an adult to remind them of a rule - Classroom routine and CIL •Develop appropriate ways of being assertive - Classroom routine and CIL •Talk with others to solve conflicts - Classroom routine and CIL **Some children (Reception)** •Build constructive and respectful relationships •Express their feelings and consider the feelings of others •Show resilience and perseverance in the face of challenge •Manage their own needs	**Most children (Reception)** •See themselves as a valuable individual - Class routine, CIL and adult directed •Build constructive and respectful relationships - Class routine, CIL and adult directed •Express their feelings and consider the feelings of others - Class routine, CIL and adult directed •Show resilience and perseverance in the face of challenge - Class routine, CIL and adult directed •Identify and moderate their own feelings socially and emotionally - Class routine, CIL, and adult directed •Think about the perspectives of others - Class routine, CIL, and adult directed •Manage their own needs - Class routine, CIL, and adult directed **Some children ELG** **Self-regulation** •Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions - Class routine, CIL and adult directed **Building relationships** •Form positive attachments to adults and friendships with peers - Class routine, CIL, and adult directed	**Most children (Reception)** •See themselves as a valuable individual - Class routine, CIL, and adult directed •Build constructive and respectful relationships - Class routine, CIL, and adult directed •Express their feelings and consider the feelings of others - Class routine, CIL, and adult directed •Show resilience and perseverance in the face of challenge - Class routine, CIL, and adult directed •Identify and moderate their own feelings socially and emotionally •Think about the perspectives of others - Class routine, CIL, and adult directed •Manage their own needs - Class routine, CIL, and adult directed **Some children ELG** **Managing self** •Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices - Class routine, CIL and adult directed	**Self-regulation** •Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Class routine CIL and adult directed **Managing self** •Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Class routine CIL and adult directed **Building relationships** •Work and play cooperatively and take turns with others - Class routine CIL and adult directed	**Self-regulation** •Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Class routine, CIL, and adult directed **Managing self** •Explain the reasons for rules, know right from wrong and try to behave accordingly - Class routine, CIL, and adult directed **Building relationships** •Show sensitivity to their own and to others' needs - Class routine CIL and adult directed

PD PE L **Physical development** Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities (Busy fingers) Dough disco Gross motor Access to the outdoor area Use of bikes and scooters Use of whole school apparatus Weekly PE lessons with a specialist coach Wake and Shake Weekly Forest school sessions	**3/ 4 year olds** •Go up steps and stairs, or climb up apparatus, using alternate feet - Forest school and climbing wall •Skip, hop, stand on one leg and hold a pose for a game like musical statues - PE lessons •Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm - Dough Disco •Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width - Forest school •Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel - Exploring areas during CIL •Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks - Forest school and large outside construction •Start to eat independently and learn how to use a knife and fork - Ongoing •Show a preference for a dominant hand - Settling in •Use one-handed tools and equipment, for example, making snips in paper with scissors - Initial baseline assessment **Some children (Reception)** •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons - CIL provision, AD writing	**3/4 year olds** •Use large-muscle movements to wave flags and streamers, paint and make marks - Firework dancing •Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills - PE sessions and outdoor learning environment •Start taking part in some group activities which they make up for themselves, or in teams - Lunchtime games •Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips - Changing for Forest school •Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly - Settling in routines •Use a comfortable grip with good control when holding pens and pencils - Linked to phonics •Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel - Exploring areas during CIL and making a Poppy •Start to eat independently and learn how to use a knife and fork - Ongoing **Some children (Reception)** •Progress towards a more fluent style of moving, with developing control and grace (PE sessions) •Develop overall body strength, balance, co-ordination and agility (PE sessions) •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - AD learning sessions •Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene - Daily class routines	**3/ 4 year olds** •Use a comfortable grip with good control when holding pens and pencils - Linked to phonics **Most children (Reception)** •Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Ongoing •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - AD learning sessions •Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene - Daily class routines •Develop the foundations of a handwriting style which is fast, accurate and efficient (Letter formation from phonics) •Make healthy choices about food, drink, activity and toothbrushing •Combine different movements with ease and fluency - Dance sessions linked to the theme and celebrations **Some children (ELG)** •Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases •Use a range of small tools, including scissors, paintbrushes and cutlery •Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - PE Sessions •Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian •Combine different movements with ease and fluency	**Most children (Reception)** •Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - PE sessions in the hall and outdoor obstacle course •Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming - Ongoing •Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Ongoing •Progress towards a more fluent style of moving, with developing control and grace •Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming - PE sessions •Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - PE sessions •Develop the foundations of a handwriting style which is fast, accurate and efficient - Linked to phonics and letter formation •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons - Ongoing **Some children (ELG)** **Gross motor skills** •Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - PE sessions **Fine motor skills** •Use a range of small tools, including scissors, paintbrushes and cutlery •Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	**Some children (Reception)** •Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming - PE sessions •Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball- PE sessions •Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Ongoing **Most children (ELG)** **Gross motor skills** •Negotiate space and obstacles safely, with consideration for themselves and others - Weekly PE and CIL in the outdoor area •Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - Weekly PE and CIL in outdoor area and Forest school **Fine motor skills** •Begin to show accuracy and care when drawing-Adult modelled art sessions	**ELG** **Gross motor skills** •Negotiate space and obstacles safely, with consideration for themselves and others - Weekly PE and CIL in the outdoor area •Demonstrate strength, balance and coordination when playing - Forest school, CIL outdoor provision and playground learning **Fine motor skills** •Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Linked to AD tasks and phonics and CIL, Handwriting practice •Use a range of small tools, including scissors, paintbrushes and cutlery - Class routines and CIL •Begin to show accuracy and care when drawing - AD modelled art sessions linked to the theme

L **Following HFL writing scheme** **Following RWI phonics scheme**	**L** **Most children 3/4** **Reading** •Understand the five key concepts about print: - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing - Adult modelled reading, reading within phonics groups, CIL and English planning •Engage in extended conversations about stories, learning new vocabulary - Adult modelling and CIL **Writing** •Write some or all of their name- Baseline and CIL. •Write some letters accurately - CIL and phonics lessons introducing sounds •Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy - CIL writing and AD tasks **Some children (Reception)** •Read individual letters by saying the sounds for them - Phonics and reading within phonics groups •Blend sounds into words so that they can read short	**L** **Most children 3/4** **Reading** •Understand the five key concepts about print: - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing - Adult modelled reading, reading within phonics groups, Storytime, CIL and English planning •Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother- Phonics sessions and English planning •Engage in extended conversations about stories, learning new vocabulary - Story of the week and end of day story •Read individual letters by saying the sounds for them - Phonics and reading within phonics groups •Blend sounds into words so that they can read short words made up of known letter-sound correspondences - Phonics and reading within phonics groups	**L** **Most children (Reception)** **Reading** •Read individual letters by saying the sounds for them - Phonics and reading within phonics groups •Blend sounds into words so that they can read short words made up of known letter-sound correspondences - Phonics and reading within phonics groups •Read some letter groups that each represent one sound and say the sounds for them - Phonics and reading within phonics groups •Read a few common exception words matched to the school's phonic programme - Phonics and HFW •Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words - Phonics and reading within phonics groups **Writing** •Write some letters accurately - Phonics and AD •Form lower-case and capital letters correctly - Beginning to through phonics, CIL and AD tasks and homework packs •Spell words by identifying the sounds and then writing the sounds with letter/s - Phonics and AD tasks	**L** **Most children (Reception)** **Reading** •Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Phonics, AD tasks, Book of the week and reading within phonics groups •Read a few common exception words matched to the school's phonic programme •Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words - Phonics, reading within phonics groups **Most children (Reception)** **Writing** •Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Beginning to through phonics and AD tasks •Form lower-case and capital letters correctly - Beginning to through phonics, CIL and AD tasks and homework packs •Spell words by identifying the sounds and then writing the sounds with letter/s - AD tasks and phonics •Re-read what they have written to check that it makes sense - Phonics, English and AD tasks	**L** **Some children (Reception)** •Form lower-case and capital letters correctly - Beginning to through phonics - CIL and AD tasks and homework packs •Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Beginning to through phonics and AD tasks •Spell words by identifying the sounds and then writing the sounds with letter/s - AD tasks and phonics •Re-read what they have written to check that it makes sense - Phonics, English and AD tasks **Most children (ELG)** **Comprehension** •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Phonics, reading within phonics groups, English and AD tasks •Anticipate (where appropriate) key events in stories - Phonics, reading within phonics groups, English and AD tasks •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems	**L** **Some children (Reception)** •Form lower-case and capital letters correctly - Beginning to through phonics, CIL and AD tasks and homework packs •Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Beginning to through phonics and AD tasks •Re-read what they have written to check that it makes sense - Phonics, English and AD tasks **Most children (ELG)** **Comprehension** •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Phonics, reading within phonics groups, English and AD tasks •Anticipate (where appropriate) key events in stories - Phonics, reading within phonics groups, English and AD tasks •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play - Phonics, reading within phonics groups, English and AD tasks **Word reading**

	words made up of known letter-sound correspondences - Phonics and reading within phonics groups	•Read some letter groups that each represent one sound and say the sounds for them - Phonics with a focus on digraphs **Writing** •Write some or all of their name •Write some letters accurately - Phonics and AD •Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy CIL writing and AD tasks **Some children (Reception)** •Read a few common exception words matched to the school's phonic programme •Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words - Phonics and reading within phonics groups	•Re-read what they have written to check that it makes sense - Phonics, English and AD tasks **Some children (ELG)** •Say a sound for each letter in the alphabet and at least 10 digraphs - Phonics, English and AD tasks •Read words consistent with their phonic knowledge by sound-blending •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Phonics, reading within phonics groups, English and AD tasks •Anticipate (where appropriate) key events in stories - Phonics, reading within phonics groups, English and AD tasks	**Some children (ELG)** •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play - Phonics, reading within phonics groups, English and AD tasks •Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words - Phonics, reading within phonics groups, English and AD tasks •Spell words by identifying sounds in them and representing the sounds with a letter or letters - Phonics, AD tasks and CIL writing	and during role play - Phonics, reading within phonics groups, English and AD tasks **Word reading** •Say a sound for each letter in the alphabet and at least 10 digraphs - Phonics, reading within phonics groups, English and AD tasks •Read words consistent with their phonic knowledge by sound-blending - Phonics, reading within phonics groups, English and AD tasks •Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words - Phonics, reading within phonics groups, English and AD tasks **Writing** •Write recognisable letters, most of which are correctly formed - Phonics, AD tasks, CIL, writing and English •Spell words by identifying sounds in them and representing the sounds with a letter or letters - Phonics, AD tasks, CIL, writing and English •Write simple phrases and sentences that can be read by others - Phonics, AD tasks, CIL, writing and English	•Say a sound for each letter in the alphabet and at least 10 digraphs - Phonics, reading within phonics groups, English and AD tasks •Read words consistent with their phonic knowledge by sound-blending - Phonics, reading within phonics groups, English and AD tasks •Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words - Phonics, reading within phonics groups, English and AD tasks **Writing** •Write recognisable letters, most of which are correctly formed - Phonics, AD tasks, CIL, writing and English •Spell words by identifying sounds in them and representing the sounds with a letter or letters - Phonics, AD tasks, CIL, writing and English •Write simple phrases and sentences that can be read by others - Phonics, AD tasks, CIL, writing and English

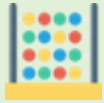
M **Reception Essential maths-** **The sequences for Rece ption are written as a spiral curriculum in which learning is built upon step by step, sequence by sequence, providing for a progression in the children's conceptual understanding in maths, including number and numerical patterns** -Daily calendar - Incidental counting opportunities -Visual timetable -Class birthday - Self-registration	**M** **Number** **Most children (3/4)** •Experiment with their own symbols and marks as well as numerals - Baseline •Fast recognition of up to 3 objects, without having to count them individually ('subitising') - LS1 •Recite numbers past 5 •Say one number for each item in order: 1,2,3,4,5- LS2 •Show 'finger numbers' up to 5 - LS2 **SSM** •Make comparisons between objects relating to size, length, weight and capacity - LS3 •Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.- LS4 •Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Ongoing in CIL •Combine shapes to make new ones – an arch, a bigger triangle etc - Ongoing in CIL •Talk about and explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'- Additional learning sequence **Some children (Reception)** •Count objects, actions and sounds - LS2 •Subitise - LS1 •Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	**M** **Number** **Most children (3/4)** •Solve real world mathematical problems with numbers up to 5 - L1 •Compare quantities using language: 'more than', 'fewer than'- LS5 and LS7 **SSM** •Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' •Combine shapes to make new ones – an arch, a bigger triangle, etc.- Ongoing in CIL •Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Ongoing in CIL •Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - LS4 •Extend and create ABAB patterns – stick, leaf, stick, leaf - LS4 •Notice and correct an error in a repeating pattern - LS4 **Some children (Reception)** •Continue, copy and create repeating patterns - LS4 •Compare length and weight - LS3 •Count beyond ten - LS2 and LS6	**M** **Number** **Most children (Reception)** •Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') - LS2 and LS6 •Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 - LS6 •Compare quantities using language: 'more than', 'fewer than'. - LS7 •Count objects, actions and sounds - LS2 •Subitise - LS1 •Link the number symbol (numeral) with its cardinal number value - LS6 •Count beyond ten -Ongoing •Compare numbers - LS7 •Understand the 'one more than/one less than' relationship between consecutive numbers - LS7 and LS9 **SSM** **Some children (ELG)** •Subitise (recognise quantities without counting) up to 5 - LS1, LS6 and LS7	**M** **Most children (Reception)** **Number** •Count objects, actions and sounds - Ongoing •Subitise - Ongoing •Explore the composition of numbers to 10 - LS10 **SSM** •Understand position through words alone – for example, "The bag is under the table" – with no pointing - LS8 •Describe a familiar route - LS8 •Select, rotate and manipulate shapes in order to develop spatial reasoning skills – Additional learning sequence **Some children (ELG)** •Have a deep understanding of number to 10, including the composition of each number - LS10, LS11 and LS12 •Subitise (recognise quantities without counting) up to 5 - LS1, LS6 and LS7 •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity – LS7 and LS9	**M** **Most children (ELG)** **Number** •Have a deep understanding of number to 10, including the composition of each number - Consolidation from LS10, LS11 and LS12 •Subitise (recognise quantities without counting) up to 5 - Consolidate from LS1 •Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts - LS10, LS11, LS12 and LS14 •Automatically recall number bonds for numbers 0–10 - LS10 and LS11 **Numerical patterns** •Verbally count beyond 20, recognising the pattern of the counting system - LS13 and LS16 **SSM** •Select, rotate and manipulate shapes to develop spatial reasoning skills – Additional learning sequence •Compose and decompose shapes so that children can recognise a shape can have other shapes within it just as numbers can - Additional learning sequence	**M** **Most children (ELG)** **Number** •Have a deep understanding of number to 10, including the composition of each number - Consolidation from LS10 and LS11 •Subitise (recognise quantities without counting) up to 5 – Consolidation from LS1 •Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts - Consolidation from LS10, LS11, LS12 and LS14 •Automatically recall number bonds for numbers 0–10- LS10, LS11 and LS12 •Subitise - Consolidation from LS1 **Numerical patterns** •Verbally count beyond 20, recognising the pattern of the counting system - LS16 •Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally - LS14 and LS15 •Talk about and explore 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. – Additional learning sequence

UW Science ICT Geography History RE PSE Art DT -Investigation area -Class daily calendar -Forest school sessions to explore the outdoor environment -RE taught via festivals and celebrations	**Most children (3/4)** •Use all their senses in hands-on exploration of natural materials - Linked to the theme •Explore collections of materials with similar and/or different properties - Linked to maths LS1 and LS2 and Autumn •Talk about what they see, using a wide vocabulary - Ongoing •Begin to make sense of their own life story and family's history - linked to Once There Were Giants •Show interest in different occupations - Family member visits linked to the theme •Talk about the differences between materials and changes they notice •Continue to develop positive attitudes about the differences between people •Explore how things work - Ongoing during CIL and AD •Explore and talk about different forces they can feel **Some children (Reception)** •Talk about members of their immediate family and community - Linked to Once There Were Giants and the theme •Name and describe people who are familiar to them - Linked to Once There Were Giants •Explore the natural world around them - Forest school	**Most children (3/4)** •Explore collections of materials with similar and/or different properties - Linked to maths LS1 and LS2 and Autumn •Explore how things work- Children will use sound buttons to record voices •Begin to understand the need to respect and care for the natural environment and all living things - Forest school •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Diwali topic, India Focus and Israel through Hanukkah •Talk about what they see, using a wide vocabulary - Ongoing **Some children (Reception)** •Recognise that people have different beliefs and celebrate special times in different ways - Link to Diwali, Hanukkah and Christmas •Understand that some places are special to members of their community - Linked to Diwali, Hanukkah and Christmas •Explore the natural world around them - Forest school •Describe what they see, hear and feel whilst outside - Forest school	**Most children (Reception)** •Comment on images of familiar situations in the past •Recognise that people have different beliefs and celebrate special times in different ways - Link to Chinese New Year •Understand the effect of changing seasons on the natural world around them - Change from Autumn to winter	**Most children (Reception)** •Compare and contrast characters from stories, including figures from the past •Recognise that people have different beliefs and celebrate special times in different ways - Easter, Shrove Tuesday •Understand the effect of changing seasons on the natural world around them - Changes in the outdoor •Explore the natural world around them - Forest school •Describe what they see, hear and feel whilst outside - Ongoing observations by children **Some children (ELG)** •Explore the natural world around them, making observations and drawing pictures •Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - changes from Spring to Summer •Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - linked to Easter and Festivals celebrated in Spring 2	**All children (Reception)** •Draw information from a simple map **Most children (ELG)** **Past and present** •Talk about the lives of the people around them and their roles in society **The Natural World** •Explore the natural world around them, making observations and drawing pictures of animals and plants - Linked to growing seeds •Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class •Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - Ongoing **People, Culture and Communities** •Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Linked to making a map •Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Ongoing through festivals	**All children (Reception)** •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Africa through Handa and China through Chinese New Year •Understand the key features of the life cycle of a plant and an animal - Linked to The Hungry Caterpillar •Recognise some environments that are different to the one in which they live - Compare to Africa in Handa's Surprise **Most children (ELG)** **Past and present** •Understand the past through settings, characters and events encountered in books read in class and storytelling - Linked to endangered animals •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Linked to PSHE Changing Me **The natural world** •Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - Ongoing

	•Describe what they see, hear and feel whilst outside - Forest school •Comment on images of familiar situations in the past- Compare baby photos to now – Changes •Talk about members of their immediate family and community - linked to Once There Were Giants •Name and describe people who are familiar to them - Linked to Once There Were Giants				•Explore the natural world around them, making observations and drawing pictures of animals and plants - Planting and changes linked to Jack and the Beanstalk	•Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Link to Africa in Handa's Surprise and link to past texts **People, culture and communities** •Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps •Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Ongoing through festivals •Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps link ed to past texts

EAD Art DT Music PE ***Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.***	**<u>Most children (3/4)</u>** •Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park – All about me CIL •Draw with increasing complexity and detail, such as representing a face with a circle and including details- self-portraits - All about me topic •Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Zones of regulation and theme •Explore colour and colour-mixing - ZOR/CIL •Listen with increased attention to sounds - Phase 1 phonics games and settling in •Remember and sing entire songs - Ongoing •Join different materials and explore different textures (Senses) •Create closed shapes with continuous lines, and begin to use these shapes to represent objects - Maths 2D Shapes **<u>Some children (Reception)</u>** •Develop storylines in their pretend play - Hot seating linked to English with puppets linked to the story of the week **Autumn 1- Self-portraits and Harvest artwork, BHM art inspired by the artist Esther Mahlangu**	**<u>Most children (3/4)</u>** •Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses etc - CIL enhanced with topic props •Develop their own ideas and then decide which materials to use to express them - Junk modelling during CIL and Diwali •Sing the pitch of a tone sung by another person ('pitch match') - Classroom routine songs •Remember and sing entire songs - Ongoing •Create their own songs, or improvise a song around one they know - CIL and theme in the garden area •Explore different materials freely, in order to develop their ideas about how to use them and what to make - CIL provision in the creative area •Take part in simple pretend play, using an object to represent something else, even though they are not similar - CIL enhanced with topic props •Use drawing to represent ideas like movement or loud noises - Fireworks •Respond to what they have heard, expressing their thoughts and feelings - Charanga and topic music **<u>Some children (Reception)</u>** •Create collaboratively, sharing ideas, resources and skills - CIL, topic work and children showcase learning after CIL **Autumn 2- Christmas cards, snowman pictures for cards, Christmas production, Clay diva lamps, Superhero vegetable art, design and make a superhero cape**	**<u>3/ 4 year olds</u>** •Play instruments with increasing control to express their feelings and ideas - Charanga music and indoor and outdoor music areas •Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs - Charanga music and indoor and outdoor music areas **<u>Most children (Reception)</u>** •Explore, use and refine a variety of artistic effects to express their ideas and feelings - CIL provision in the creative area •Watch and talk about dance and performance art, expressing their feelings and responses - Linked to Chinese New Year •Listen attentively, move to and talk about music, expressing their feelings and responses - Linked to Chinese New Year •Remember and sing entire songs - Ongoing **Some children (ELG)** •Share their creations, explaining the process they have used - CIL wow moments and routines **Spring 1- David Shepherd artwork**	**<u>Most children (Reception)</u>** •Sing in a group or on their own, increasingly matching the pitch and following the melody - Charanga scheme •Develop storylines in their pretend play - Linked to celebrations •Explore and engage in music making and dance, performing solo or in groups - Charanga and CIL indoor and outdoor music provision e.g. stage in the garden •Remember and sing entire songs - Ongoing •Return to and build on their previous learning, refining ideas and developing their ability to represent them - Ongoing CIL artistic skills developed •Create collaboratively, sharing ideas, resources and skills - Taught specific skills **<u>Some children (ELG)</u>** •Share their creations, explaining the process they have used - CIL wow moments and routines •Invent, adapt and recount narratives and stories with peers and their teacher - Story re-telling linked to celebrations **Spring 2- Chinese calligraphy, Chinese lion dance**	**Most children (ELG)** **Creating with materials** •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - AD artwork pieces •Share their creations, explaining the process they have used - CIL wow moments and routines •Make use of props and materials when role-playing characters in narratives and stories - Linked to fairytales and hot seating **Being imaginative** •Invent, adapt and recount narratives and stories with peers and their teacher - Linked to hot seating traditional tale characters •Sing a range of well-known nursery rhymes and songs - End of year singing concert •Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music - Poem of the month and Disco song •Remember and sing entire songs - Ongoing **Summer 1- Jack and the beanstalk picture, Monet water lily pond, clay trolls**	**Most children (ELG)** **Creating with materials** •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - AD artwork pieces •Share their creations, explaining the process they have used - CIL wow moments and routines •Make use of props and materials when role-playing characters in narratives and stories - Linked to theme **Being imaginative** •Sing a range of well-known nursery rhymes and songs - End of year singing concert •Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music - Poem of the month, class assembly •Remember and sing entire songs - Ongoing **Summer 2- Kandinsky and Butterfly printing (Linked to Hungry Caterpillar)**

Early Learning Goals – for the END OF THE YEAR - best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
						
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversations when engaged in back-and-forth exchanges with their teacher and peers **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	**ELG: Self-Regulation** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	**ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	**ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	**ELG: Number** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**ELG: Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.