



# Long Term Overview of Skills and Knowledge in EYFS



2021-2022

Area	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
<b>Topics</b>	<b>Only One Me</b>	<b>Light and Dark</b>	<b>Dangerous Galore</b>	<b>Let it Grow!</b>	<b>Once upon a time...</b>	<b>Marvellous Mini-Beasts</b>
<b>Themes</b>	Families Special people Our homes – where I live My Body My Senses My Feelings Healthy eating Harvest Festival	Fireworks/Bonfire Night Diwali Remembrance Day Road Safety week Anti-Bullying Week Nativity Christmas	Past and Present Mary Anning Fossils/Artefacts Dinosaurs Ice Age Stone Age Day! Volcanoes	Living / not-living Fairtrade Fortnight Growth of plants Parts of a plant Life cycles - Frogs Growing beans! Mother's Day Festival of Holi Easter	Traditional Tales and Fables Characters and settings Active story making Story mapping, boarding and sequencing Creative writing	Life cycle of a Butterfly What is an insect? Insect habitats Insect superpowers! Information writing
<b>Provocations/ Inspiration days</b>	Hello Yellow Day (Mental Health) National Apple Day	Visit the Bath Abbey – Museum of the Moon	Stone Age day in Mike's Meadow	Day in Mike's Meadow – create a garden for a 'Tiny Thing' World Book Day	The Queens Jubilee Dress up day	The Butterfly Farm or The Wild Place Grow our own Butterflies
<b>Books / Focused Texts</b>	Only One Me Big Book of Families Home Super Duper You The Colour Monster Super Tato Can I build another me?	Night Monkey Day Monkey Whatever Next! The Darkest Dark Stickman	Dinosaurs Galore Stomp, chomp, Big Roars here come the Dinosaurs Tom and the Island If the Dinosaurs came back	The Tiny Seed Bog Baby The King of the Tiny Things Weslandia The Curious Garden Growing Frogs	Jack and the Beanstalk Little Red Riding Hood Goldilocks the 3 Bears The Gigantic Turnip The Three Billy Goats Gruff The Emperor's New Clothes	What the Ladybird Heard The Snail Trail The Whale and the Snail The Busy Spider Monkey Puzzle Mad about Mini-Beasts
<b>Active Stories</b>	<b>Nursery Rhymes</b>	<b>Owl Babies</b>	<b>The Little Green Dinosaur</b>	<b>Jasper's Beanstalk</b>	<b>The Three Little Pigs</b>	<b>The Very Hungry Caterpillar</b>
<b>Communication and Language</b>	<b>Communication and Language</b> is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, RE/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. Whole class story times Nursery rhymes/songs. Reflective times – Mindfulness activities	Engaging in active story sessions. Re-telling familiar stories Learn new vocabulary in different contexts. Describe familiar events – sharing news	Engage in books, including non-fiction Articulate their ideas and thoughts through topics and themes.	Sustained listening in a range of contexts, including whole school events. Use new vocabulary when working and in their play	Develop story language both in play and writing Use talk to help organise thinking and solve problems Use new vocabulary in different contexts	Listen attentively and respond with relevant questions, comments and actions. Clarify thinking through asking questions.

	Listening games – using Phase 1 phonics. Listening walks outside	Songs and Nativity performance Develop social phrases – adults’ model	Ask questions and make connections to prior learning Understand how to listen carefully. Use social phrases learnt	Engage in non-fiction books Retell a story with deep familiarity	Connect an idea or action to another, using a range of connectives. Sustain attention and listening during assemblies	Hold a conversation with ease, when engaged back and forth with peers and adults.  Participate in small group, class and 1:1 discussion, offering their ideas, using recently learning vocabulary.  Offer explanations for why things might happen, making use of new vocab from stories, non-fiction, rhymes and poems.  Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses.
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**Personal, Social and Emotional**

**Self-Regulation:** Throughout the year children will work towards simple goals, being able to wait 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. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG)

\* Controlling own feeling and behaviours. \* Able to concentrate on a task \* Applying personalised strategies to return to a state of calm. \* Able to ignore distractions. \* Thinking before acting. \* Able to curb impulsive behaviours. \* Behaving in ways that are socially acceptable. \* The ability to persist and persevere.

**Managing Self:** Throughout the year children will work towards being more confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will be able to explain the reasons for rules, know right from wrong and try to behave accordingly. They will also manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices:

Know and talk about the different factors that support their overall health and well-being: \* regular physical activity \* healthy eating \* toothbrushing \* sensible amounts of ‘screen time’ \* having a good sleep routine \* being a safe pedestrian.

**Building Relationships:** Throughout the year children will work towards forming positive relationships with the adults and friendships with their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.

	<p><b>PSHE Themes</b> <b>Value - Thankfulness</b></p> <ul style="list-style-type: none"> <li>• I am special</li> <li>• My Family – special to me</li> <li>• What I am good at</li> <li>• My body – NSPCC ‘Pants’</li> <li>• Hello Yellow – Mental Health and well being</li> <li>• Good hygiene – hand washing</li> <li>• Toothbrushing</li> <li>• Healthy foods</li> <li>• Exercise – changes in my body (PE)</li> </ul>	<p><b>PSHE Themes</b> <b>Values: Peace</b></p> <ul style="list-style-type: none"> <li>• Bonfire night – fireworks safety</li> <li>• Remembrance Day</li> <li>• Road Safety – go on a walk around the village</li> <li>• Anti-Bullying Week – respect and friendships</li> <li>• Coping with change</li> <li>• Privilege and Poverty - Christmas</li> </ul>	<p><b>PSHE Themes</b> <b>Value: Compassion</b></p> <ul style="list-style-type: none"> <li>• Safer Internet Day – online safety</li> <li>• Dealing with loss – how do you feel when you have lost something or someone</li> <li>• Relationships – respecting difference</li> </ul>	<p><b>PSHE Themes</b> <b>Value: Truthfulness</b></p> <ul style="list-style-type: none"> <li>• Mother’s Day – why is my Mummy special?</li> <li>• Hindu Festival of Holi – start of spring</li> <li>• Easter – significance to Christians</li> <li>• Reflect of family traditions</li> <li>• Kindness week</li> </ul>	<p><b>PSHE Themes</b> <b>Values:</b></p> <ul style="list-style-type: none"> <li>• How to keep myself safe – strangers</li> <li>• How to keep each other safe in class – rules</li> <li>• How to work together – teamwork</li> <li>• Characteristics of learning – skill of perseverance and resilience</li> <li>• Knowing myself – my special talents and gifts</li> </ul>	<p><b>PSHE Themes</b> <b>Values:</b></p> <ul style="list-style-type: none"> <li>• What are you proud of?</li> <li>• Everyone is valuable – even a bug!</li> <li>• Father’s Day – why is Daddy special?</li> <li>• Revisit change – moving on!</li> </ul>
<p><b>Physical Development</b></p>	<p><b>Gross Motor Skills</b> <b>PE Hub: Body Management Unit 1 / Manipulation and Co-ordination Unit 2</b></p> <p>Play simple listen and respond games. Use a parachute.</p> <p>Combine different movements with ease and fluency. Perform a range of actions with a variety of equipment.</p> <p>Negotiate spaces inside and out safely and with awareness of others.</p> <p>Play simple invasion games using a variety of equipment and movements.</p>	<p><b>Gross Motor Skills</b> <b>PE Hub: Gym Unit 1 / Dance Unit 1</b></p> <p>Revise and refine the fundamental movement skills: <b>walking, running, jumping, hopping and skipping.</b></p> <p>Develop co-ordination and balance in gymnastics.</p> <p>Create body shapes and learn gym shapes – tuck, straddle and pike.</p> <p>Learn how to travel using gym whole body movements such as bunny hops, caterpillar walk.</p> <p>Explore and engage in music making and dance, performing in groups.</p>	<p><b>Gross Motor Skills</b> <b>PE Hub: Gym Unit 1 / Dance Unit 1</b></p> <p>Revise and refine the fundamental movement skills: <b>walking, running, jumping, hopping, crawling, climbing and skipping.</b></p> <p>Confidently and safely use a range of large and small apparatus – alone and in a group.</p> <p>Develop overall body strength, co-ordination, balance and agility needed to be successful in dance and gym.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p><b>Gross Motor Skills</b> <b>PE Hub – Manipulation Unit 2 / Speed, Agility and Travel</b></p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence and competence when engaging in activities involving a ball.</p> <p>Combine different movements with ease and fluency.</p> <p>Negotiate space and speed inside and out when engaged in games play.</p>	<p><b>Gross Motor Skills</b> <b>PE Hub - Coordination and Solve Problems Unit 1 / Manipulation and Coordination Unit 2</b></p> <p>Revise, develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities involving a ball.</p> <p>Develop overall body strength, balance, co-ordination and agility alone or in a group.</p>	<p><b>Gross Motor Skills</b> <b>PE Hub: Speed, Agility and Travel Unit 2 / Coordination and Solve Problems Unit 2</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (ELG)</p> <p>Demonstrates strength, balance and co-ordination when playing. (ELG)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Engages in team games, demonstrating good sportsmanship and teamwork.</p>

	Develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming.		Sequence different movements with ease in dance and gym.			Takes part in Sports Day with high levels of engagement and skill.
	<p><b>Fine Motor Skills</b> Engage in mark-making activities. Encourage free drawing.</p> <p>Complete Funky Fingers activities to music – threading, cutting, weaving and playdough.</p> <p>Holding a pencil with developing effectiveness. Encourage tripod grip.</p>	<p><b>Fine Motor Skills</b> Daily opportunities – through continuous provision for drawing, writing, cutting and manipulative activities.</p> <p>Engage in more structured opportunities to guide children to draw, paint, construct and manipulate.</p> <p>Holding a pencil with developing effectiveness. Show a more dominant hand.</p>	<p><b>Fine Motor Skills</b> Through continuous provision, linked provision activities and structured tasks – engage in a wider range of tasks involving drawing, painting, weaving, modelling, building and writing.</p> <p>Develop their small motor skills safely and more confidently; scissors, drawing and painting.</p>	<p><b>Fine Motor Skills</b> Encourage greater care and accuracy when drawing, painting, cutting and writing.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Hold pencil effectively with a comfortable grip. Forms recognisable letters most correctly formed.</p>	<p><b>Fine Motor Skills</b> Through a range of tasks involving fine motor skills such as drawing, painting, cutting, sticking, modelling, threading, weaving and writing – continue to encourage care, control and accuracy.</p> <p>Whole class handwriting sessions to teach the correct sequence of movements for each letter.</p>	<p><b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG)</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG)</p> <p>Begin to show accuracy and care when drawing. (ELG)</p>
<p><b>Literacy</b></p> <p><u>Comprehension</u></p>	<p><b>Listening to stories</b> Engage in story times and join in with rhymes and stories with a repeated refrain.</p> <p>Talk about a favourite rhyme or story. Describe key events.</p> <p>Articulate their ideas and thoughts in response to a text.</p> <p>Learn and use new Vocabulary.</p>	<p><b>Beginning to retell stories. (Talk4writing)</b> Engage in an active story. Build up familiarity and understanding and describe key events.</p> <p>Retelling stories using actions/images/story maps and small worlds.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books, including non-fiction and poetry.</p>	<p><b>Retelling stories with the recently introduced vocabulary. (Talk4writing)</b> Continue with active story making using imitation, innovation and invention process.</p> <p>Editing of story maps, substituting key characters within the story and orally retelling new stories.</p> <p>Encourage children to record stories through picture drawing and story mapping and small world play.</p>	<p><b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Use prosody (expression) as they read aloud both in a group and 1:1 with an adult.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by</p>	<p><b>Explaining the stories, they have listened to or have read themselves.</b> Continue to retell a story with actions and / or picture prompts as part of a group. (Talk4writing)</p> <p>Use story language when acting out a narrative.</p> <p>Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. (ELG)</b> Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a</p>

			Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.	connecting ideas or events.  Sequence stories – use vocabulary of beginning, middle and end.		nonstory- it gives information instead.  Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title
<b>Literacy</b>  <u>Word Reading</u>	<p><b>Little Wandle Letters and Sounds – Phonics</b> Begin to learn the alphabetic code – starting with <b>Phase 2 GPC's (s a t p l n m d g o c k c k e u r h b f l)</b></p> <p><b>Reading</b> – initial phonemes, oral segmenting and blending, cvc words and tricky words.</p> <p>Reciting known stories and listening to stories with attention and recall.</p> <p><b>Reading books</b> for home are consistent with their developing phonic knowledge. →</p>	<p><b>Little Wandle Letters and Sounds – Phonics</b> Continue to read words by sound blending. Introduce digraphs (two letters one sound) <b>Phase 2 GPC's (ff, ll, ss, j v w x y z zz qu sh th ch ng nk)</b> Plus words ending with (s/z) plural and more tricky words.</p> <p><b>Reading</b> - Read individual letters by saying the sounds for them. Blend sounds into words. Knows that print is read from left to right. Spotting digraphs in words</p>	<p><b>Little Wandle Letters and Sounds – Phonics</b> Begin to learn more digraphs and introduced to trigraphs (three letters one sound) <b>Phase 3 GPC's (ai ee igh oa oo oo ar or ur ow oi ear air er)</b> Plus learn words with double letters i.e., <b>dd mm tt</b> and longer words such <b>ladder</b> and <b>carpet</b>.</p> <p><b>Reading</b> – Read simple phrases and sentences with increased fluency and some expression. Word recognition has increased with further tricky words identified. Spotting digraphs and trigraphs in words.</p>	<p><b>Little Wandle Letters and Sounds – Phonics</b> Review of all <b>Phase 3 phonemes and tricky words</b>. Plus, plural, longer words, double letters and words with two or more digraphs/trigraphs.</p> <p><b>Reading:</b> Non-fiction and story texts. Fluency and expression is developing and demonstrates understanding of the text read.</p> <p>Comprehension questioning – information finding and inference.</p>	<p><b>Little Wandle Letters and Sounds – Phonics</b> Begin <b>Phase 4</b> – learn words with short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer and compound words. Root words ending with ed, ing. Plus learn more tricky words.</p> <p><b>Reading</b> - Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Reading fluency is increasing alongside expression and comprehension skills.</p>	<p><b>Little Wandle Letters and Sounds – Phonics</b> Continue Phase 4 – learn words with long vowel spellings CVCC, CCVC, CCVCC, CCCVC, CCCVCC. Phase 4 words with s and es. Root words ending with ed and ing, plus words ending with er/est longer words.</p> <p><b>Reading</b> – Read simple sentences with fluency. Read CVCC and CCVC words confidently. 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)</p>
<b>Literacy</b>  <u>Writing</u>	<p><b>Represent their name and some initial sounds, familiar to them.</b> Observe/assess the use of a dominant hand, tripod grip, mark-making and giving meaning to their marks.</p>	<p><b>Writing CVC words.</b> Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing small world area.</p>	<p><b>Caption Writing and Tricky Words.</b> Write labels and short captions with words with known letter-sound correspondence.</p> <p>Write labels using CVC, CVCC, CCVC words to</p>	<p><b>Begin to write simple sentences.</b> Writing simple sentences with consistent finger spacing, and an awareness of capital letters and full-stops. To accompany a story map, drawing or in response to</p>	<p><b>Writing simple sentences with independence.</b> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p>	<p><b>Writing simple sentences and phrases that can be read by others. (ELG)</b> Story writing, writing sentences using a range of tricky words that are spelt correctly.</p>

	<p>Mark-making in their play and across curriculum areas.</p> <p>Writing names, demonstrating emergent writing – labels, practise letter formation.</p>	<p>Writing in role play area for a variety of purposes. Sequencing the story.</p> <p>Practising correct letter formation through linked provision tasks.</p>	<p>demarcate relevant information on a picture i.e., parts of a dinosaur’s body.</p> <p>Guided writing based around developing short sentences in a meaningful context, including information writing.</p> <p>Practising correct letter formation through linked provision tasks.</p>	<p>a text, including non-fiction.</p> <p>Spellings are phonetically plausible, demonstrating their phonic knowledge. Re-read sentence to check it makes sense.</p> <p>Tricky words are becoming more accurate.</p> <p>Beginning to write freely and for a variety of purposes such as card making, labels and captions.</p> <p>Practising correct letter formation through linked provision tasks.</p>	<p>Spellings are phonetically plausible, demonstrating their phonic knowledge. Re-read sentence to check it makes sense.</p> <p>Rhyming words.</p> <p>Write 2 or more sentences with extended ideas.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Write a character description. Write three sentences with beginning, middle and end.</p> <p>Using correct letter formation. Write recognisable letters, most of which are correctly formed. (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p>
<p>Maths White Rose  <u>Number</u></p>	<p><b>Getting to Know You</b> Baseline Number rhymes and songs Count objects, actions and sounds Work with shapes – block play.</p>	<p><b>It’s Me 1 2 3!</b> <u>Representing 1, 2 and 3 –</u> Recognise representations of at least 1, 2 and 3. They subitise or count to find how many.</p> <p>Count up to 3 objects in different arrangements, by touching each object as they count.</p> <p>They match the number names we say to numerals and quantities.</p> <p><u>Composition of 1, 2, and 3-</u> Understand that all</p>	<p><b>Alive in 5!</b> <u>Introducing Zero –</u> Learn that the number name Zero and the numeral 0 mean ‘nothing there/gone’.</p> <p><u>Composition of 4 &amp; 5 -</u> Understand that all numbers are made up of smaller numbers.</p> <p>Begin to subitise by instantly recognising small quantities without counting.</p>	<p><b>Building 9 and 10</b> Continue to apply the counting principles when counting to 9 and 10 (forwards and back).</p> <p>Represent and arrange 9 and 10 in different ways. Continue to explore the composition of numbers through subitising.</p> <p>Know that a 10 frame is full when there is 10.</p> <p>Use 10 frames, fingers, Numicon and bead strings</p>	<p><b>To 20 and Beyond</b> <u>Building numbers beyond 10 –</u> Use a range of resources to build and identify numbers to 20 and beyond.</p> <p>Recognise that the numbers 1-9 repeat after every full 10.</p> <p><b>First then Now</b> <u>Adding more -</u> use real objects to see the quantity of a group can be changed by adding more.</p>	<p><b>Find my Pattern</b> <u>Consolidation –</u> continue to provide opportunities for the children to instantly recognise small quantities (subitising), using a variety of different representations.</p> <p><b>On the Move</b> <u>Deepening understanding –</u> Engage in extended problem solving to develop critical thinking skills.</p> <p>Problems may be linked to familiar stories or from</p>

		<p>numbers are made up of smaller parts.</p> <p><b>Light and Dark</b> <u>Representing numbers to 5</u> – Count on and back to 4. Count or subitise sets of up to 4 objects.</p> <p>Match the number names to numerals and quantities.</p> <p>Subitise up to 5 items, counting forwards and backwards.</p>	<p>Begin to notice how numbers can be composed of 2 parts or more than 2 parts.</p> <p><b>Growing 6,7,8</b> Continue to apply the counting principles when counting to 6,7 and 8.</p> <p>Represent and arrange 6,7 and 8 into small groups to support them conceptually to subitise.</p> <p>Begin to combine two groups to find how many altogether.</p>	<p>to subitise groups of 9 and 10.</p> <p><u>Number bonds to 10</u> – Explore number bonds to 10 using real objects in different contexts.</p> <p>Use 10 frames, Numicon and manipulative to investigate numbers of bonds to 10.</p>	<p>(use first, then, now structure)</p> <p><u>Taking away</u> – use real objects to see the quantity of a group can be changed by taking away items. (use first, then, now structure)</p> <p><i>Encourage the children to count out the required amount, take away the required amount practically, then subitise or recount to see how many are left/</i></p>	<p>the children’s suggestions or real problems as they arise from their play.</p> <p><i>Encourage the children to discuss different starting points and review/discuss strategies.</i></p>
<p><b>Maths</b> <b>White</b> <b>Rose</b></p> <p><u>Numerical</u> <u>Patterns</u></p>	<p><b>Just Like Me!</b> <u>Match and Sort</u> – find and match objects that are the same.</p> <p>Understand that objects can be sorted in different ways. Sort collections into sets based on attributes such as colour, size or shape.</p> <p><u>Compare amounts</u> Learn that sets can be compared and ordered. Understand that when making comparisons, sets can more items, fewer or the same amount of items.</p>	<p><b>It’s Me 1 2 3!</b> <u>Comparing 1, 2 and 3</u> - Understand as we count, each number is one more than the number before.</p> <p>Similarly, as we count back, each number is one less than the number before.</p> <p><b>Light and Dark</b> <u>One more and less</u> – continue to count, subitise and compare as they explore one more and one less.</p> <p>Use a five frame to predict how many if you add one more or take one away.</p>	<p><b>Alive in 5!</b> <u>Comparing Numbers to 5</u> - Use a range of representations and resources to compare quantities.</p> <p><b>Growing 6,7,8</b> Order and compare representations, noticing one more/less patterns as they count on and back to 8.</p> <p><u>Making pairs</u> – find matching pairs and understand a pair is two.</p> <p>Arrange small quantities into pairs and notice some quantities will have an odd one left over with no partner.</p>	<p><b>Building 9 and 10</b> <u>Comparing numbers to 10</u> – Continue to make comparisons by lining items up with 1 to 1 correspondence.</p> <p>Begin to compare two quantities and progress to ordering 3 or more quantities</p>	<p><b>To 20 and Beyond</b> <u>Counting patterns beyond 10</u> - To count on and back beyond 10.</p> <p>To be able to count on and back from different starting points and be able to say what comes before or after a given number.</p>	<p><b>Find my Pattern</b> <u>Doubling</u> – Learn that double means ‘twice as many’. Use real objects and mathematical equipment to build doubles. <u>Sharing and Grouping</u> – Have opportunities to share and know when items are not shared fairly (snack time).</p> <p>Have opportunities to recognise and make equal groups.</p> <p><u>Even and Odd</u> – Understand that some quantities will share equally into 2 groups, and some will not.</p>

						Encourage the children to notice the odd and even structure on number shapes and by building pair-wise patterns on 10's frames.
<p><b>Maths</b> <b>White</b> <b>Rose</b></p> <p><u>Spatial Thinking</u></p> <p><u>Shape and measures</u></p>	<p><b>Just Like Me!</b> Learn that objects can be compared and ordered according to size. Encourage language such as big, little, large and small.</p> <p>Children copy, continue and create their own simple patterns – with at least 3 units of repeat,</p>	<p><b>It's Me 1 2 3!</b> Learn circles have one curved side and triangles have 3 straight sides.</p> <p>Recognise these shapes on everyday objects in and out of the classroom.</p> <p>Build their own circles and triangles using a variety of resources.</p> <p><b>Light and Dark</b> Learn that squares and rectangles have 4 straight sides and 4 corners. Continue to look for shapes in and out of the classroom.</p>	<p><b>Alive in 5!</b> Make direct comparisons by holding items to estimate which feels the heaviest. Use a balance scale to check.</p> <p>Use the language of measures such as heavy, heaviest, light, lighter,</p> <p>Begin to use the language of capacity such as full, empty, half-full/empty. Make direct comparisons using different containers. Begin to use the language to describe height and length. Make direct comparisons using mathematical vocabulary such as longer, taller, shorter, wider. Use the language of time by sequencing important times in the day such as morning, afternoon and evening. Understand terms such as yesterday and today.</p>	<p><b>Building 9 and 10</b> <u>3D shapes</u> – Explore and manipulate 3D shapes through block play and modelling.</p> <p>Prompt them to consider the properties of shapes to stack or roll.</p> <p>Introduce them to the names of shapes and find differences and similarities between them in their play.</p> <p>Introduce more complex patterns, which use items more than once in each repeat such as AAB, AABB, AABBB.</p>	<p><b>Spatial Reasoning (1)</b> <u>Match, Rotate, Manipulate</u> – through jigsaws and shape puzzles, select and rotate a shape to fill a given space. Explain their reasoning for a choice of shape.</p> <p>Use positional language to describe where shapes are in relation to one another.</p> <p><b>Spatial Reasoning (2)</b> <u>Compose and Decompose</u> – Know that shapes can be combined and separated to make new shapes</p>	<p><b>Spatial Reasoning (3)</b> <u>Visualise and build</u> – Understand that buildings and places can be replicated with experience of looking at these from different positions. Use positional language to describe objects in relation to each other.</p> <p><b>Spatial Reasoning (4)</b> <u>Mapping</u> – Understand we can make maps and plans to represent places and use these to see where things are relation to other things.</p> <p>Create their own maps to represent models they build, familiar places and stories.</p> <p><b>On the Move</b> <u>Pattens and relationships</u> – Explore and investigate relationships between numbers and shapes.</p> <p>Continue to copy, continue and create a widening range of repeating patterns and</p>

						symmetrical constructions.
<b>Under- standing the World</b>	<p><b>Past and Present</b> <u>My Family</u> – talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them. Create pictorial representations.</p> <p><u>Ourselves</u> - Know and talk about their bodies and factors that support their overall health and wellbeing.</p> <p>Learn about the different parts of our bodies and how they work. Including organs such as brains, hearts and lungs.</p>	<p><b>Past and Present</b> <u>Remembrance Day</u> – Children learn about why we mark this as a day of reflection, following conflicts in the past and present.</p> <p>Can talk about what they have done with their families during Christmas’ in the past.</p>	<p><b>Past and Present</b> Differentiate between past and present by reflecting on their own timelines.</p> <p>Use everyday language related to time.</p> <p>Compare and contrast a figure from the past – <b>Mary Anning</b>.</p>	<p><b>Past and Present</b> Can talk about what they have done with their families during Easter time in the past.</p>	<p><b>Past and Present</b> Talk about their own home and know that there are similarities and differences between themselves and others.</p>	<p><b>Past and Present</b> Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p>
	<p><b>People, Culture and Communities</b> <u>Home</u> - Talk about what they do with their family and where they live.</p> <p>Explore what makes a family. The varying members of a family unit.</p>	<p><b>People, Culture and Communities</b> <u>Festivals</u> – Diwali, Bonfire Night, Christmas</p> <p><u>Special days</u> – reflect upon days special to us such as birthdays.</p> <p>Understand that people have different beliefs and celebrate special times in different ways – Hindu festival of Diwali, Hanukkah (Judaism)</p>	<p><b>People, Culture and Communities</b> Understand that different people have different places that are special to them.</p> <p>Learn about a Christian Church and what special features there are in it.</p> <p>Know how the Church welcomes children – learn about the custom of Christenings.</p>	<p><b>People, Culture and Communities</b> <u>Festivals</u> – Mothering Sunday, Hindu Festival of Holi, Easter</p> <p>Understand that people have different beliefs and celebrate special times in different ways – Hindu festival of Holi.</p> <p>Learn about farming overseas and the impact of <u>Fairtrade</u> on their incomes and lives.</p>	<p><b>People, Culture and Communities</b> Make observations of the world around them, local to our school.</p> <p>Draw information from a simple map.</p> <p>Draw simple maps of places or buildings that are familiar to them, include key features – their homes, bedroom, school and Mike’s Meadow.</p>	<p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)</p> <p>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. (ELG)</p>

	<p>Know and understand why the period of Christmas is of particular significance to Christians.</p> <p>Nativity – Jesus’ birth.</p>	<p>Reflect on diverse beliefs and be able to notice and ask questions about differences – Jewish Synagogue.</p> <p>Think about the perspective of others.</p>	<p>Recognise some similarities and differences between life in this country and life in others.</p>		<p>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)</p>
<p><b>The Natural World</b> Nocturnal animals – making sense of habitats. Which animals are nocturnal? </p> <p><u>Autumn</u> - Use their senses to explore seasonal changes in Mike’s Meadow.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p><b>The Natural World</b> <u>Light and Dark</u> – Know that the Sun gives out light during the day. Know that it is dark at night because there is no sunlight.</p> <p>Learn that the Sun provides light and energy that helps support life on Earth.</p> <p>Can identify natural and artificial light sources.</p> <p>Understand that a shadow is formed when something has blocked the light.</p> <p>Recognise that the environment on the Moon is different to one in which they live.</p>	<p><b>The Natural World</b> <u>Dinosaurs</u> - Recognise some similarities and differences between different dinosaurs.</p> <p>Recognise some environments that were different to one in which we live today.</p> <p>Understand the changing state of a liquid when something is added to it, such as bicarbonate of soda.</p> <p><u>Winter</u> - Look closely at similarities, differences, patterns and change – such as water/ice, plant and animal life.</p>	<p><b>The Natural World</b> Know that some things are living, and some are not. Understand the key features of a living thing.</p> <p>Look closely at patterns of change such as a seed or bean growing.</p> <p>Know what a seed needs to grow successfully. (Soil, sun, water)</p> <p>Name the different parts of a plant and what they do. (flower, stem, leaf, roots)</p> <p>Learn about the life cycle of a frog and the changes that take place from frog spawn to adult frog.</p> <p>Make comparisons to their own growth and change.</p> <p>Understand the effect of changing seasons on the natural world around them – springtime</p>	<p><b>The Natural World</b> Which material would be good to build a new house for the Little Pigs?</p> <p>Look closely and talk about similarities and differences of materials such as stone, bricks, straw, wood.</p> <p><u>Summer</u> - Look closely at similarities, differences, patterns and change.</p>	<p><b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals (insects) and plants. (ELG)</p> <p>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. (ELG)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changes states in matter. (ELG)</p>

<b>Expressive Arts and Design</b>	<p><b>Creating with Materials</b> Create self-portraits using a variety of media and techniques – drawing, painting and collage.</p> <p>Use natural materials found in the classroom and outside to create ephemeral art, using the artist <b>Andrew Goldsworthy</b> for inspiration.</p> <p>Know that there are three primary colours – blue, red and yellow and that they can be mixed to make new colours.</p>	<p><b>Creating with Materials</b> Use the work of <b>Miro</b> and <b>Van Gogh</b>'s 'Starry Night' to create colourful images set at night – fireworks.</p> <p>Use playdough and construction resources to build structures with the theme of space, the Moon and rockets.</p> <p><u>Reflective materials</u> – find and use reflective materials to design a coat. Test their materials using a torch.</p>	<p><b>Creating with Materials</b> Develop their drawing skills using pencils and pens in the style of the illustrator <b>Andy Council</b>.</p> <p>Use a range of materials and techniques such as collage, printing, clay, papier mache and junk modelling to create representations of dinosaurs.</p> <p>Create dioramas depicting the habitats of dinosaurs in prehistoric times.</p> <p>Refine their ideas and artistic abilities by returning to previous learning and skills.</p>	<p><b>Creating with Materials</b> Create observational drawings of plant life both in the classroom and outside.</p> <p>Use colour, texture and form to recreate true to life images.</p> <p>Revisit colour mixing – identifying the primary colours needed to create new colours for effect.</p> <p>Use the artist <b>Henri Rousseau</b> to recreate a rainforest painting, drawing on what they see and have learnt so far.</p>	<p><b>Creating with Materials</b> Develop storylines in their pretend play.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Construct structures with the purpose of building a stable house.</p> <p>Select resources and materials with a purpose in mind - the Emperor's coat.</p> <p>Manipulate and adapt materials to achieve a planned effect.</p>	<p><b>Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Share their creations, explaining the process they have used. (ELG)</p> <p>Make use of props and materials when role-playing characters in narratives and stories. (ELG)</p>
	<p><b>Being Imaginative and Expressive</b> Perform familiar nursery rhymes and action songs.</p> <p>Engage in role-play and small world area to invent narratives, alongside their peers or on their own.</p>	<p><b>Being Imaginative and Expressive</b> <u>Dance</u> – watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Use role-play and small world props to bring ideas and narratives to life – space and the solar system.</p>	<p><b>Being Imaginative and Expressive</b> <u>Dance</u> – watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Use stories read in class based upon dinosaurs to recreate narratives or invent new ones, using this theme in their play.</p>	<p><b>Being Imaginative and Expressive</b> Engage in active story making, following the imitate, innovate and invent structure to create new elements of a story.</p> <p>Sequencing life cycles, using a range of media and materials, so as to bring to life.</p>	<p><b>Being Imaginative and Expressive</b> Use traditional tales, characters and settings in their symbolic play.</p> <p>Independently find resources, props etc to enhance their ideas and play with others.</p>	<p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. (ELG)</p>
<p><b>Music – Charanga</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs. (ELG) Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)</p>						

		<b>Nativity performance</b> <ul style="list-style-type: none"> <li>Group dance</li> <li>Performance</li> <li>Singing</li> </ul>		<b>Spring Concert</b> <ul style="list-style-type: none"> <li>Group performance of songs and actions</li> </ul>		<b>Class Assembly</b> <ul style="list-style-type: none"> <li>Group performance of songs and actions</li> </ul>
<b>Computing</b>  <b>Knowsley Scheme</b>	<b>R1 -Technology and Me / Digital Literacy</b> <i>I can discuss the use of technology around me.</i> <ul style="list-style-type: none"> <li>Make sense of and explore technology around them.</li> <li>Experience a range of technologies such as iPads, cameras and Digi-microscopes.</li> <li></li> </ul>	<b>R9 – Talking Technology / Information Technology</b> <i>I can select and use technology for particular purposes.</i> <ul style="list-style-type: none"> <li>Learn how to take photos, record video and audio.</li> </ul>	<b>R2 – Robots / Computer Science</b> <i>I can give instructions to a programmable toy.</i> <ul style="list-style-type: none"> <li>Learn new skills and practice for giving instructions to complete a task.</li> </ul> <b>R5 – My Online Life / Digital Literacy</b> <i>I can discuss the rules for staying safe. I know that online content is made and belongs to someone.</i> <ul style="list-style-type: none"> <li>This unit will cover the statutory requirements for online safety – E-Safety week.</li> </ul>	<b>R7 – Pretty Pictures / Information Technology</b> <i>I can select and use technology for particular purposes.</i> <ul style="list-style-type: none"> <li>Learn how to take photos, record video and audio.</li> <li>Learn how to document using their own learning and ideas – Seesaw</li> </ul>	<b>R6 – Nursery Rhyme Coding / Computer Science</b> <i>I can explain sequencing and an algorithm.</i> <ul style="list-style-type: none"> <li>Using the theme of traditional tales, we will develop computational thinking such as sequencing and promotes core technology skills.</li> </ul>	<b>R3 – Animal Safari / Information Technology</b> <i>I can select and use technology for particular purposes.</i> <ul style="list-style-type: none"> <li>Use iPads independently to collect and record information. We will learn about opening apps, scanning QR codes, taking photos and recording information in a tally chart.</li> </ul>
<b>RE</b>	<b>Special Me</b>  Reflect on the things that make them who they are - unique, precious & special  Think about what is important to them and which people are special in their lives.  Learn about why Jesus and the church are special to Christians.	<b>Special Times</b>  Think about why some particular times are special (i.e., birthdays) and what makes them special.  Look at special times in the Christian faith (Christmas) and Jewish faith (Hannukah).  Learn about Jesus’ birth as written in the Bible; act out the Nativity story.	<b>Special Places</b>  Reflect on the places that are special to them and to see how religious places might be important to believers.  Learn about the role of the church building for Christians and find out what happens in a church.  Learn about the synagogue, a special place for Jewish people.	<b>Special Times 2</b>  Introduced to the Jewish festival of Pesah (Passover) and its origins in the narrative in the Torah (Jewish Holy text).  Introduced to the festival of Easter and learn why it is the most important festival for Christians.  Learn about the story of Easter from the bible (i.e. Jesus’ death on the cross and his reincarnation).	<b>Special Stories – God</b>  Reflect upon the Jewish and Christian beliefs that flow from their shared creation story.  Learn about the Bible creation story and the Christian belief about God’s role within it.  Learn about the significance of the word God to Christians.	<b>Special Stories – Jesus</b>  Begin to look at what the Bible says about Jesus and how Christians view these Bible stories.  Listen to, watch and act out key Bible stories as told by Jesus (i.e., Feeding the Five Thousand; The Good Samaritan).  Learn about Jesus’ teachings on love, forgiveness and prayer.

<b>Assessment</b>	<p>National Reception Baseline Assessment (RBA)</p> <p>LW Phonics – Week 6 Keep-up interventions set</p> <p>Parent/pupil meeting – settling in.</p> <p>Ongoing <b>formative assessments</b> (observations and evidence) to inform planning and interventions</p>	<p><b>Summative Assessments</b> Data drop for Trust – on Scholar Pack</p> <p>LW Phonics – Week 6 Keep-up interventions set</p>	<p>LW Phonics – Week 6 Keep-up interventions set</p>	<p><b>Summative Assessments</b> Data drop for Trust – on Scholar Pack</p> <p>LW Phonics – Week 6 Keep-up interventions set</p> <p>Mid-year meeting with parents</p>	<p>LW Phonics – Week 6 Keep-up interventions set</p>	<p><b>End of year data</b> submitted on Scholar Pack – ELG's</p> <p>End of year report to parents and meeting.</p>
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