



Long Term Overview of Skills and Knowledge in EYFS



2022-2023

Area	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
Topics	Super Duper Me!	Wonderous Woodland Worlds	Walking with Giants	Springtime on the Farm	Once upon a time...	The World in our Hands
Themes	Families Special people Our homes – where I live My Body My Senses My Feelings Healthy eating Harvest Festival	Woodland wildlife – animals that are nocturnal. Fairies and dragons Trees Treehouses Anti-Bullying Week Nativity Christmas	Past and Present Mary Anning Fossils/Artefacts Dinosaurs Ice Age Volcanoes	What is a farm? Farm animals Farm produce Living / not-living Fairtrade Fortnight Season of spring - growth Mother's Day Festival of Holi Easter	Traditional Tales and Fables Characters and settings Active story making Story mapping, boarding and sequencing Creative writing	Pollution in the ocean Plastic is not fantastic De-forestation / Rainforests Apes Marine animals Travel Walk in the footsteps of giants – David Attenborough, Greta Thunberg and Jane Goodall Sustainability
Provocations/ Inspiration days	Hello Yellow Day (Mental Health) National Apple Day	A letter from The Gruffalo Kitty the Fairy challenges in Mike's Meadow	An email from Andy (CBeebies Dinosaur Adventure) A delivery of a special egg from the Museum Guess the which dinosaur the bone belongs to?	Trip to Bath City Farm Grow your own bean – a gift from Jasper! Holi Day	Grandparents Day The King's Coronation Picnic	Visit to The Bathampton Meadows – working with National Trust Visit to the Secret Garden – working with Grow Batheaston
Books / Focused Texts	Only One Me Big Book of Families Home Super Duper You The Colour Monster Super Tato Can I build another me?	The Gruffalo The Tin Forest After the Storm Owl Babies Stickman The Wild Wood	Dinosaurs Galore Stomp, chomp, Big Roars here come the Dinosaurs Tom and the Island If the Dinosaurs came back Non-fiction Texts	Farmyard Hullabaloo The Pig in the Pond What the Ladybird Heard Farmer Duck Click Clack Moo Cows that Type	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	Handa's Surprise Captain Crankie's and Seadog Steve Ape Oi! Get off our Train The Snail and Whale The Odd Fish Somebody Swallowed Stanley My Ocean Blue Clem and Crab

Active Stories	Nursery Rhymes	Owl Babies	The Little Green Dinosaur	Rosie's Walk	The Three Little Pigs	Story Writing
Communication and Language	Communication and Language 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 Listening games – using Phase 1 phonics. Listening walks outside	Engaging in active story sessions. Re-telling familiar stories Learn new vocabulary in different contexts. Describe familiar events – sharing news Songs and Nativity performance Develop social phrases – adults' model	Engage in books, including non-fiction Articulate their ideas and thoughts through topics and themes. Ask questions and make connections to prior learning Understand how to listen carefully. Use social phrases learnt	Sustained listening in a range of contexts, including whole school events. Use new vocabulary when working and in their play Engage in non-fiction books Retell a story with deep familiarity	Develop story language both in play and writing Use talk to help organise thinking and solve problems Use new vocabulary in different contexts Connect an idea or action to another, using a range of connectives. Sustain attention and listening during assemblies	Listen attentively and respond with relevant questions, comments and actions. Clarify thinking through asking questions. 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.
Personal, Social and Emotional	<p>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)</p> <p>* 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.</p> <p>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:</p>					

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>PSHE Themes Value - Creativity</p> <ul style="list-style-type: none"> I am special My Family – special to me My body – NSPCC 'Pants' Hello Yellow – Mental Health and well being Good hygiene – hand washing Toothbrushing Healthy foods Exercise – changes in my body (PE) 	<p>PSHE Themes Values: Hope</p> <ul style="list-style-type: none"> Bonfire night – fireworks safety Remembrance Day Road Safety – go on a walk around the village Anti-Bullying Week – respect and friendships Coping with change Privilege and Poverty - Christmas 	<p>PSHE Themes Value: Humility</p> <ul style="list-style-type: none"> Safer Internet Day – online safety Dealing with loss – how do you feel when you have lost something or someone Relationships – respecting difference 	<p>PSHE Themes Value: Courage</p> <ul style="list-style-type: none"> The Empty Pot Taking risks in our learning Making the right choices 	<p>PSHE Themes Values: Respect</p> <ul style="list-style-type: none"> Respect ourselves Respect each other Respect our environment (plant live and animals) 	<p>PSHE Themes Values: Responsibility</p> <ul style="list-style-type: none"> <u>Sustainability</u> – To care for ourselves To care for family, friends and our community To care for nature and the environment (local and beyond)
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<p>Jigsaw</p>	<p>Being me in my World</p> <ul style="list-style-type: none"> Who...Me?! How am I feeling today? Being at School Gentle hands Our Rights (School Charter) Our responsibilities 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Accept everyone is different Include others (working and playing) Know how to help if is someone is being bullied Try to solve problems Use kind words Know how to give and receive compliments 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Challenge Never giving up Setting a goal Obstacles and support Flight to the Future Footprint Awards 	<p>Healthy Me!</p> <ul style="list-style-type: none"> Everybody's body We like to move it move it Food Glorious food Sweet dreams Keeping clean Stranger Danger 	<p>Relationships</p> <ul style="list-style-type: none"> My Family Make Friends, never break friends Falling out and bullying Being the best friend we can be 	<p>Changing Me</p> <ul style="list-style-type: none"> My Body Respecting my body Growing up Fun and Fears Celebration
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<p>Physical Development</p>	<p>Gross Motor Skills PE Hub: Body Management Unit 1 /</p>	<p>Gross Motor Skills PE Hub: Gym Unit 1 / Dance Unit 1</p>	<p>Gross Motor Skills PE Hub: Gym Unit 1 / Dance Unit 1</p>	<p>Gross Motor Skills PE Hub – Manipulation Unit 2 / Speed, Agility and Travel</p>	<p>Gross Motor Skills PE Hub - Coordination and Solve Problems Unit</p>	<p>Gross Motor Skills PE Hub: Speed, Agility and Travel Unit 2 /</p>
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<p>Manipulation and Co-ordination Unit 2</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>Develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p>	<p>Revise and refine the fundamental movement skills: walking, running, jumping, hopping and skipping.</p> <p>Develop co-ordination and balance in gymnastics.</p> <p>Create body shapes and learn gym shapes – tuck, straddle and pike. 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>Revise and refine the fundamental movement skills: walking, running, jumping, hopping, crawling, climbing and skipping.</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>Sequence different movements with ease in dance and gym.</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>1 / Manipulation and Co-ordination Unit 2</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. Develop overall body strength, balance, co-ordination and agility alone or in a group.</p>	<p>Coordination and Solve Problems Unit 2</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> <p>Takes part in Sports Day with high levels of engagement and skill.</p>
<p>Fine Motor Skills</p> <p>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>Fine Motor Skills</p> <p>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.</p>	<p>Fine Motor Skills</p> <p>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>Fine Motor Skills</p> <p>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.</p>	<p>Fine Motor Skills</p> <p>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</p>	<p>Fine Motor Skills</p> <p>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>

		Show a more dominant hand.		Forms recognisable letters most correctly formed.	movements for each letter.	
Literacy Comprehension	<p>Listening to stories 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>Beginning to retell stories. (Talk4writing) 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>Retelling stories with the recently introduced vocabulary. (Talk4writing) 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>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few tricky words.</p>	<p>Building fluency and understanding. 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 connecting ideas or events.</p> <p>Sequence stories – use vocabulary of beginning, middle and end.</p>	<p>Explaining the stories, they have listened to or have read themselves. 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>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. (ELG) Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events & 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 nonstory- it gives information instead.</p> <p>Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title</p>
Literacy Word Reading	<p>Little Wandle Letters and Sounds – Phonics Begin to learn the alphabetic code – starting with Phase 2 GPC's (s a t p l n m d g o c k ck e u r h b f l)</p> <p>Reading – initial phonemes, oral</p>	<p>Little Wandle Letters and Sounds – Phonics Continue to read words by sound blending. Introduce digraphs (two letters one sound) Phase 2 GPC's (ff, ll, ss, j v w x y z zz qu sh th ch ng nk) Plus words ending with (s/z) plural and more tricky words.</p>	<p>Little Wandle Letters and Sounds – Phonics Begin to learn more digraphs and introduced to trigraphs (three letters one sound) Phase 3 GPC's (ai ee igh oa oo oo ar or ur ow oi ear air er) Plus learn words with double letters</p>	<p>Little Wandle Letters and Sounds – Phonics Review of all Phase 3 phonemes and tricky words. Plus, plural, longer words, double letters and words with two or more digraphs/trigraphs.</p>	<p>Little Wandle Letters and Sounds – Phonics Begin Phase 4 – 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>Little Wandle Letters and Sounds – Phonics 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</p>

	<p>segmenting and blending, cvc words and tricky words.</p> <p>Reciting known stories and listening to stories with attention and recall.</p> <p>Reading books for home are consistent with their developing phonic knowledge. →</p>	<p>Reading - 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>i.e., dd mm tt and longer words such ladder and carpet.</p> <p>Reading – 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>Reading: 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>Reading - Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Reading fluency is increasing alongside expression and comprehension skills.</p>	<p>words ending with er/est longer words.</p> <p>Reading – 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>
<p>Literacy</p> <p><u>Writing</u></p>	<p>Represent their name and some initial sounds, familiar to them.</p> <p>Observe/assess the use of a dominant hand, tripod grip, mark-making and giving meaning to their marks.</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 CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing small world area.</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>Caption Writing and Tricky Words.</p> <p>Write labels and short captions with words with known letter-sound correspondence.</p> <p>Write labels using CVC, CVCC, CCVC words to 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>Begin to write simple sentences.</p> <p>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 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>Writing simple sentences with independence.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</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>Writing simple sentences and phrases that can be read by others. (ELG)</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. 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>

				Practising correct letter formation through linked provision tasks.		Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)
<p>Maths White Rose</p> <p><u>Number</u></p>	<p>Getting to Know You Baseline Number rhymes and songs Count objects, actions and sounds Work with shapes – block play.</p>	<p>It's Me 1 2 3! <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 numbers are made up of smaller parts.</p> <p>Light and Dark <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>Alive in 5! <u>Introducing Zero</u> – Learn that the number name Zero and the numeral 0 mean 'nothing there/gone'.</p> <p><u>Composition of 4 & 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>Begin to notice how numbers can be composed of 2 parts or more than 2 parts.</p> <p>Growing 6,7,8 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>Building 9 and 10 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 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>To 20 and Beyond <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>First then Now <u>Adding more</u> - use real objects to see the quantity of a group can be changed by adding more. (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>Find my Pattern <u>Consolidation</u> – continue to provide opportunities for the children to instantly recognise small quantities (subitising), using a variety of different representations.</p> <p>On the Move <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 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>Maths White Rose</p> <p><u>Numerical Patterns</u></p>	<p>Just Like Me! <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>It's Me 1 2 3! <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>Light and Dark <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>Alive in 5! <u>Comparing Numbers to 5</u> - Use a range of representations and resources to compare quantities.</p> <p>Growing 6,7,8 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>Building 9 and 10 <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>To 20 and Beyond <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>Find my Pattern <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> <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>
<p>Maths White Rose</p> <p><u>Spatial Thinking</u></p> <p><u>Shape and measures</u></p>	<p>Just Like Me! 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>It's Me 1 2 3! 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>Alive in 5! 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,</p>	<p>Building 9 and 10 <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</p>	<p>Spatial Reasoning (1) <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>Spatial Reasoning (3) <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>Spatial Reasoning (4)</p>

		<p>Light and Dark 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>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>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>Spatial Reasoning (2) <u>Compose and Decompose</u> - Know that shapes can be combined and separated to make new shapes</p>	<p><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>On the Move <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 symmetrical constructions.</p>
<p>Under-standing the World</p>	<p>Past and Present <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>Past and Present <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>Past and Present 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 – Mary Anning.</p>	<p>Past and Present Can talk about what they have done with their families during Easter time in the past.</p>	<p>Past and Present Talk about their own home and know that there are similarities and differences between themselves and others.</p>	<p>Past and Present 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</p>

	Learn about the different parts of our bodies and how they work. Including organs such as brains, hearts and lungs.					encountered in books read in class and storytelling. (ELG)
	<p>People, Culture and Communities <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>People, Culture and Communities <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>Know and understand why the period of Christmas is of particular significance to Christians.</p> <p>Nativity – Jesus’ birth.</p>	<p>People, Culture and Communities 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>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>People, Culture and Communities <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>Recognise some similarities and differences between life in this country and life in others.</p>	<p>People, Culture and Communities 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>People, Culture and Communities 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>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>The Natural World <u>Nocturnal animals</u> – 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>The Natural World <u>Woodland habitats</u> – create a recipe for a woodland. What would you need: trees, plants, animals, insects etc</p> <p><i>Revisit nocturnal animals.</i></p> <p><u>Trees</u> – what is a tree? What are the different</p>	<p>The Natural World <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>The Natural World <u>What is a Farm?</u> Know that a farm is land used to grow plants and raise animals.</p> <p>Learn about the different plants and animals that may be found on a farm.</p>	<p>The Natural World 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>The Natural World <u>Healthy Eating week</u> – fresh is best / grow your own (sustainability)</p> <p><u>What is sustainability?</u> Caring for ourselves, each other, family, friends and community. Caring for our environment and nature.</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>parts of a tree? Why are trees important to our eco system?</p> <p><i>Introduce the needs of a tree – sunlight, water, soil.</i></p> <p>In Mike’s Meadow explore the different plants and animals living there.</p> <p><u>Winter</u> – birds begin to migrate, animals hibernate and some plants die down.</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>Know that some things are living, and some are not. Understand the key features of a living thing.</p> <p>Know what a seed needs to grow successfully. (Soil, sun, water)</p> <p>Look closely at patterns of change such as a seed or bean growing.</p> <p>Name the different parts of a plant and what they do. (flower, stem, leaf, roots)</p> <p><u>Springtime</u> - Understand the effect of changing seasons on the natural world around them.</p>	<p>Revisit what is a natural and man-made material.</p> <p><u>Summer</u> - Look closely at similarities, differences, patterns and change.</p> <p><u>Science Week - STEM</u> Floating and Sinking experiments. Learn about affect of gravity on objects floating – water dispersion / push / pull</p> <p>Predict and test in water</p>	<p>Look at famous conservationists that have made a difference – David Attenborough, Greta Thunberg, Jane Goodall</p> <p><u>Learn about Rainforests</u> – the importance to our planet. What will be the impact on De-forestation? Learn about animals affected by this and risk of being endangered i.e. apes.</p> <p><u>Compare and contrast</u> our local meadows (Bathampton) with that of a Rainforest. Identify the key features of both.</p> <p><u>My Ocean Blue – STEM</u> Look at the key features that make up an ocean (create an ocean in a bottle). Learn about different marine animals – focus on Whales Revisit floating and sinking – boats/sea travel</p> <p><u>Look at the affects of pollution in the ocean</u> – David Attenborough Recycling and junk modelling</p>
<p>Expressive Arts and Design</p>	<p>Creating with Materials Create self-portraits using a variety of media and</p>	<p>Creating with Materials Design a tree house – use a range of materials to construct their design.</p>	<p>Creating with Materials Develop their drawing skills using pencils and</p>	<p>Creating with Materials Create observational drawings of plant life both</p>	<p>Creating with Materials Develop storylines in their pretend play.</p>	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques,</p>

	<p>techniques – drawing, painting and collage.</p> <p>Use natural materials found in the classroom and outside to create ephemeral art, using the artist Andrew Goldsworthy 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>Printing – using potatoes</p>	<p>Use watercolours to paint imaginary dragons. Revisit colour mixing from last term.</p> <p>Build small worlds using natural materials found in class and in Mike’s Meadow</p> <p>Create dioramas depicting a woodland habitat.</p>	<p>pens in the style of the illustrator Andy Council.</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>Refine their ideas and artistic abilities by returning to previous learning and skills.</p>	<p>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 Henri Rousseau to recreate a rainforest painting, drawing on what they see and have learnt so far.</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>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>Focus on junk materials and how to recycle to create new items – plastic art, an ocean in a bottle, junk jelly fish.</p>
	<p>Being Imaginative and Expressive</p> <p>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>Being Imaginative and Expressive</p> <p><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 – woodlands, magical worlds.</p>	<p>Being Imaginative and Expressive</p> <p><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>Being Imaginative and Expressive</p> <p>Engage in active story making, following the imitate, innovate and invent structure to create new elements of a story.</p> <p>Using small world toys to create narratives around the theme of farming.</p>	<p>Being Imaginative and Expressive</p> <p>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>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. (ELG)</p>
<p>Music – Charanga</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known nursery rhymes and songs. (ELG)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)</p>						
	<p>Unit – Me!</p>	<p>Unit – My Stories</p>	<p>Unit - Everyone</p>	<p>Unit – Our World</p>	<p>Unit – Big Bear Funk!</p>	<p>Unit – Reflect, Rewind and Replay</p>

		Nativity performance <ul style="list-style-type: none"> Group dance Performance Singing 		Spring Concert <ul style="list-style-type: none"> Group performance of songs and actions 		Class Assembly <ul style="list-style-type: none"> Group performance of songs and actions
Computing Knowsley Scheme	R1 -Technology and Me / Digital Literacy <i>I can discuss the use of technology around me.</i> <ul style="list-style-type: none"> Make sense of and explore technology around them. Experience a range of technologies such as iPads, cameras and Digi-microscopes. 	R9 – Talking Technology / Information Technology <i>I can select and use technology for particular purposes.</i> <ul style="list-style-type: none"> Learn how to take photos, record video and audio. Learn how to record their work using Seesaw 	R2 – Robots / Computer Science <i>I can give instructions to a programmable toy.</i> <ul style="list-style-type: none"> Learn new skills and practice for giving instructions to complete a task. R5 – My Online Life / Digital Literacy <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"> This unit will cover the statutory requirements for online safety – E-Safety week. 	R7 – Pretty Pictures / Information Technology <i>I can select and use technology for particular purposes.</i> <ul style="list-style-type: none"> Learn how to take photos, record video and audio. Learn how to document using their own learning and ideas – Seesaw 	R6 – Nursery Rhyme Coding / Computer Science <i>I can explain sequencing and an algorithm.</i> <ul style="list-style-type: none"> Using the theme of traditional tales, we will develop computational thinking such as sequencing and promotes core technology skills. 	R3 – Animal Safari / Information Technology <i>I can select and use technology for particular purposes.</i> <ul style="list-style-type: none"> 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.
RE	Unit 1 – Special Me / Who are we? <ul style="list-style-type: none"> What makes us special? Who and what is special to me? What is Harvest Festival? Talk about and think about themselves. Talk about special things that we have or own. Talk about their families and those close to them in their community. 	Unit 2 – What is Christmas? <ul style="list-style-type: none"> Giving Saying thank you. The Christmas story (A Christian Celebration) The Shepherds The Wise Men Christmas 	Unit 3 – Celebrations (Hinduism) <ul style="list-style-type: none"> Celebrating New Year Chinese New Year Persian New Year (Nowruz Story) Holi – A Hindu Festival 	Unit 4 – What is Easter? (Christianity) <ul style="list-style-type: none"> Signs of Spring Spring into life Easter (A Christian celebration) 	Unit 5 – Story Time – What can we learn from stories? <ul style="list-style-type: none"> The Boy who cried Wolf (Aesop Fable) The Crocodile and the Priest (Sikhism) Bilal and the Beautiful Butterfly (Muslim story) The Gold Giving Serpent Best Friends (a story from Asia) The Lost Coin (Christian Parable) 	Unit 6 – Special Places What makes places special? <ul style="list-style-type: none"> Homes around the World Our World Churches (Christianity) Mosques (Islam) Synagogues (Judaism)

	<ul style="list-style-type: none"> Special places – what places are special to them? 					
Assessment	<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 formative assessments (observations and evidence) to inform planning and interventions</p>	<p>Summative Assessments 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>Summative Assessments 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>End of year data submitted on Scholar Pack – ELG's</p> <p>End of year report to parents and meeting.</p>