

Reception	Autumn 1 7 Weeks (2 ½ weeks / 4 weeks)		Autumn 2 7 Weeks	Spring 1 7 Weeks	Spring 2 5 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Topic	Marvellous Me	Superheroes	Fairytales	Hot and Cold	On the Farm	Minibeasts	Holidays
Key Texts							
Significant Authors	Sue Hendra		Julia Donaldson	Emily Gravett	Martin Waddell	Eric Carle	Ronda and David Armitage
Key Events Experiences	Teddy Bear's Picnic – with parents Diwali (24 th Oct) Our School Learning Harvest		Halloween Nativity Our Town Learning	Internet Safety Day Poetry Day	Farm Trip Holi Inspirational Women Day Science Week Reading Week	Zoo Lab Visit Community Maths Week Inspirational Men Day	Baptism – Church Visit Health and Well-Being Week Transition Week

School Values	Respect	Honesty	Perseverance and Pride	Care	Fairness and Equality	Teamwork
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>Children will learn the names of the children in their class. They will learn good sitting, good listening and good looking. They will begin to understand how to take turns with a friend / small group. They will be exploring how they feel and how this sometimes links to behaviour. Children will be encouraged to ask for help to resolve conflicts. They will move safely around the school and environment. They will be able to wash their hands correctly. Children will be taught how to transport and store equipment, scissors and chairs safely. Children will be taught and encouraged to put on and fasten their own coats. PATHS ? JIGSAW? SEAL?</p>	<p>Children will be encouraged to talk to a range of adults and children in my setting. They will be encouraged to talk about the things they are interested in. They will be developing a positive self-image. They will be learning how to adapt their actions to consider others. They will be encouraged to comfort another child. They will describe ways that some people can be unkind in the real world and online. They will begin to explore examples of how this can make others feel.</p>	<p>They will be sharing Things that they are good at.</p> <p>Protective Behaviours <u>Key Learning</u></p> <ul style="list-style-type: none"> - I know I have the right to feel safe - I know there are different feelings - I know the names of parts of my body - I know my I can talk to people if I do not feel safe - I know some early warnings - I use words to solve a problem with a friend 	<p>Children will begin to know that there are different festivals. They will also know that they have some things the same and some things are different.</p>	<p>Children will be encouraged to talk about things they have learnt this year. They can name feelings and describe how they feel. They will share ideas about their behaviour when they feel sad, happy, worried and tired. They will be able to recognise behaviour that might upset friends.</p>	<p>Children will be able to say why they like some things more than others. They will be able to say when they do or don't need help. Children will collect the things they need for their learning. They will learn what to eat to keep healthy. They will talk about the exercise they can do to keep healthy. They will be able to talk about looking after themselves. They will be able to talk about how to rest their body and brain. They will take part in a transition programme towards the end of school and will be able to name their new teacher and know where their new class is.</p>

Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Our environment will be rich in talk giving opportunities for the children to talk with each other and with the adults about things that are important to them and about things that will broaden their learning and understanding.</p>					
	<p>Welcome to EYFS Settling in activities focusing on making friends, learning routines and following simple instructions. Children will be exploring all about them; discussing their likes/dislikes, passions, goals and dreams? They will share facts about themselves. Children will be talking about experiences that are familiar to them. They will be thinking of the FANTASTICs in the environment around them. They will continue to explore familiar print, stories and names and labels daily. They will begin exploring rhyme and alliteration within familiar stories. Children will begin to explore feelings and moods using the Colour Monster story. Adults will model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story Settling in activities will continue encouraging children to express their needs and wants. They will continue to follow simple instructions and follow the routines of the school day. They will develop vocabulary and begin to retell stories, using story language. Children will be completing word hunts in the environment. They will be using the FANTASTICs in the environment around them and to use them to create sentences orally. They will be listening and responding to stories. Children will take part in discussions with adults and each other. Children will understand how to listen carefully and why listening is important. Children will be encouraged to use new vocabulary throughout the day. Adults and children will choose books that will develop their vocabulary.</p>	<p>Tell me why Settling in activities will continue encouraging children to express their needs and wants. Children will be encouraged to use language well They will be asking how and why questions. They will continue to discover passions. Retell a story with story language and begin to invent their own story and talk it. They will use FANTASTICs to improve their ideas. They will ask questions to find out more and to check they understand what has been said to them. Children will describe events in some detail. Listen to and talk about stories to build familiarity and understanding, learn rhymes, poems and songs. Exploring artefacts from the story and describe what they are and what they could be used for.</p>	<p>Talk it through Settling in activities will continue encouraging children to express their needs and wants. Children will describe events in detail using time connectives. They will continue to discover passions. Children will understand how to listen carefully and why listening is important. Within the learning we will use picture cue cards to talk about an object: "What colour is it? Where would you find it? Children will show sustained focus when listening to a story. As the children's writing progresses they will continue to use the FANTASTICs to add more ambitious vocabulary to their ideas.</p>	<p>What happened? Settling in activities will continue encouraging children to express their needs and wants. They will continue to discover passions. We will re-read some books so children can learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Children will be responding to more complex instructions with more than one step. Children will begin to discuss synonyms for their vocabulary choices using the FANTASTICs to support them. Children will be able to respond to and take part in conversations with others. Children will be able to use talk to explore how and why things happen. During reading children will be encouraged to make predictions about what has happened.</p>	<p>Time to share Children will take part in show and tell / weekend news sessions. We will read aloud books to children that will extend their knowledge of the world and illustrate the current topic. We will select books containing photographs and pictures, for example, places in different weather conditions and seasons. Children will be able to retell familiar and created stories. During conversations children will be able to use a range of conjunctions. Children will use the FANTASTICs to improve their simple sentences.</p>

Physical Development		Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Fine Motor	Threading, cutting, weaving, playdough, Fine Motor Activities Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil / paint brush beyond whole hand grasp. Engage children in structured activities – guided on what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities – guided on what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly (with less support/modelling) Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items / button clothing / cutting with scissors.	Threading, cutting, weaving, playdough, Fine motor activities. Hold pencil effectively with comfortable grip. Form recognisable letters most correctly formed.	Threading, cutting, weaving, playdough, Fine Motor Activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors/ Start to cut along a curved line like a circle.	Threading, cutting, weaving, playdough, fine motor activities. For letters correctly. Copy shapes, drawing diagonal lines, start to colour within the lines of a picture. Draw pictures with more recognisable features. Build things with smaller linking blocks such as Lego, K*Nex etc.
	Gross Motor	Cooperation games/activities (e.g. Parachute Games, manoeuvring large equipment, etc. team bikes/trikes) Climbing – using outdoor/hall equipment. Different ways of moving to be explored. Big movements – water painting, threading large ribbon, pulleys, ropes, large painting.	Crates play – climbing. Skipping ropes in the outside area. Dance related activities (responding to music/beat). Using a range of wheeled resources for balance, sitting or riding on. Balance bikes, scooters, wheelbarrows, prams and carts.	Ball skills – throwing and catching opportunities. Aiming, dribbling, pushing, throwing and catching opportunities. (Coconut Shy, Target boards, rebound area) Opportunities for balance, movement, dance and gymnastics.	Balance – children moving with confidence. Opportunities for dance related activities. Opportunities for children to rock, spin, tilt, fall, slide and bounce.	Obstacle activities – children moving over, under, through and around equipment. Opportunities for children to become highly active and get out of breath – several times throughout the day. Opportunities for children to rock, spin, tilt, fall, slide and bounce and respond to music.	Races and team games involving big movements. Dance related activities. Balance Bikes to build up speed and ability to stop.
		Fundamental Movements Moving in their own space, thinking about others. Move in a variety of ways in and out of cones and objects. Jumping with both feet leaving the ground. Begin to coordinate for a hop and a skip. Stop on command. Begin to understand different running speeds.	Fundamental Movements (Balance) Balancing on one foot (either side). Balance on a piece of apparatus. Experiment with ways of rolling sideways. Move with some control to balance, turn and stop.	Fundamental Movements (Agility and Co-ordination) Opportunities to develop hand-eye co-ordination to control a ball. Throw and catch a large ball (over arm and underarm). Catching a variety of objects. Rolling a ball to an end target. Begin to kick a ball with the side of the foot.	Team Games Participate in a game with an opposing side. Control a ball within a team setting. Use hands to control a ball.	Movement Patterns Copy and explore basic movements and body patterns. Vary the size and level of body shapes. Begin to respond to the beat. Experiment with movements (including own ideas). Travel under, around, over and through balancing and climbing equipment.	Movement Patterns Copy and explore basic movements and body patterns. Vary the size and level of body shapes. Begin to respond to the beat. Experiment with movements (including own ideas). Travel under, around, over and through balancing and climbing equipment. Scoot and balance with confidence on wheeled equipment (Balancability)

Literacy Writing	<p>In Race Leys we truly believe in the power of language, equipping the children with a wealth of vocabulary to deepen their understanding of the world. Pupil's language will be nurtured through developing ideas, strengthening talk and widening writing ideas. We will be fostering the pupils as authors, writers and creators within reception using the Write Stuff, Fantastic Foundations approach. Children will be supported in both fiction and non-fiction writing using either plot points or way points to guide their writing journey. These will provide smaller chunks for the children to engage in stories, letter writing, fact files and much more. The Write Stuff approach will allow us to use our understanding of the uniqueness of each child; to nurture deep talk and develop listening and communication skills; and will allow us to provide a rich repertoire of real and imagined experiences to ignite writing. We will use a 'talk in to writing' approach building strong language and vocabulary opportunities through experiential learning and 'character fantastics' (Grandma/Foxy Fantastic) to extend vocabulary beyond the children's vernacular. We will promote the use of phonics within writing, encouraging the children to use brave spellings and vocabulary choices. Teachers will model and demonstrate writing and the writing process to allow children to see into the brain of a writer. Adults in our Early Years will be providing commentary and timely intervention to support, develop and nurture fantastic writing within Reception and beyond.</p>		
	<p>In the Autumn Term children will be taught Set 1 graphemes and the correct letter formation. We will use the rhymes and mnemonics to support this. Children will be taking part in Write Stuff FANTASTIC activities to familiarise them with the 9 ideas (lenses) for writing. Writing lessons will primarily focus on word collecting and orally creating sentences. Children will be encouraged to be brave with their writing attempts using initial sounds, sounds within words and copying teacher models. Children's words and ideas will be captured on post-its and paper in this term. There will be a mixture of meaningful moments and experiences to engage children and to help the learning stick.</p> <p>There will be a big focus in this term on name writing and correct letter formation. Children will be encouraged to write CVC words correctly and will begin to make phonetically plausible attempts at words with initial sounds and sounds within words.</p> <p>There will be opportunities throughout the indoor and outdoor provision to access writing resources, this will be encouraged in all areas of the reception environment. There will be many meaningful opportunities to write including an internal post system – in which children will be encouraged to write letters to others.</p>	<p>In the Spring Term children will continue to rehearse Set 1 graphemes, including digraphs (th, sh, ch, ng, nk, etc.). Children will continue to use Fred Fingers when writing, breaking words into sounds for spelling. They will also be using red words (e.g. I, the, he, we, etc.). Children will be encouraged to write CVC words correctly and will continue to make phonetically plausible attempts at words with initial sounds and sounds within words.</p> <p>Writing lessons will continue to use the Write Stuff approach with more opportunities for the children to capture their own ideas for writing in both fiction and non-fiction. Children will be encouraged to discuss word choices and word collect from 'character fantastic'. Teachers will continue to use demonstration writing to model the writing process using word choices, ambitious vocabulary, brave spelling and a sense of sentence. Within this term children will begin by 'jotting' ideas and then finishing or improving sentences. They will be encouraged to hold short simple sentences. When they are ready they will have writing spaces to capture words and space to write or complete sentences.</p> <p>Opportunities for writing within the provision will continue, as will timely interventions to address gross and fine motor support, letter formation, pencil control and phonics intervention. There will be far more examples of modelled handwriting within the environment – within provision and on classroom displays.</p>	<p>In the Summer Term children will continue to rehearse all learnt sounds and will be introduced to the Set 2 graphemes. Children will continue to use Fred Fingers for Spelling and will be encouraged to hold and build a sentence.</p> <p>Within writing lessons children will have a stronger sense of sentence, story structure and writing purpose. The use of demonstration writing will continue to support and encourage brave writers within the classroom. Talk will still play an important role within writing and children will be encouraged to discuss ideas and vocabulary choices with their peers.</p> <p>There will be more independence built into their writing sessions, allowing children to show off as the writers they are. This term will also bring more of a direct focus on the use of sentence punctuation. Children will be encouraged to capture word choices and to write one or two sentences for each plot point. Each of these plot points / way points to highlight opportunities to deepen the moment.</p> <p>The environment will continue to be laced with meaningful opportunities to write – from instructions in construction, labelled diagrams for the mud kitchen, to writing rules for the outside play area.</p> <p>Interventions will continue in a timely and meaningful way including providing more challenge for our more confident learners that will allow them to deepen the moment within their writing.</p>

	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Reading is an integral part of our learning in EYFS. We will be using Read Write Inc to teach children the necessary decoding and blending skills. After some time, children will be placed into progress groups. Those needing additional support will be part of an intervention programme very early on in their time at EYFS.</p>						
Literacy Reading	Comprehension	<p>Children will be joining in with rhymes and showing an interest in stories with repeated refrains. They will see environmental print. Children will begin discussing favourite stories/rhyme. Children will begin to understand the key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book <p>They will be sequencing familiar stories through the use of pictures to tell the story. They will begin recognising initial sounds. They will engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children will retell stories related to events through acting/role play, images and puppets. They will be reading and writing Christmas letters/lists. Children will understand plot points as parts of a story. When retelling/sequencing a story – they will use the vocabulary of beginning, middle and end. Children will begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences. They will discuss and enjoy an increasing range of books and begin to share these.</p>	<p>Children will be making up stories with themselves as the main character. They will begin to record stories ideas for sentences/plot points/way points. They will read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. They will read a few common exception words matched to RWI. Books will be made available for children to share at school and at home.</p>	<p>Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day They will explore and create a timeline of how plants and animals grow. They will be using vocabulary and forms of speech that are increasingly influenced by their experiences of books. They will develop their own narratives and explanations by connecting ideas or events</p>	<p>They will be exploring stories from other cultures and traditions. They will retell a story with actions and / or picture prompts as part of a group. They will use story language when acting out a narrative, including rhyming words. Children will be encouraged to explain the main events of a story and can draw pictures of characters/ events / settings in a story. Children may include labels, sentences or captions. The Role play area – will include book characters.</p>	<p>Children will be encouraged to draw pictures of characters/ events / settings in a story. They will listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. They will make predictions They will begin to understand that a non-fiction is a not a story and that it gives information instead and that fiction means story. They will be able to identify the front cover, back cover, spine, blurb, illustration, illustrator, author and title. They will be encouraged to sort books into categories.</p>
	Word Reading	<p>Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI Differentiated groups Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>

Mathematics

We want all of the children in EYFS to develop a secure basis for their mathematical learning, which will stand them in good stead as they move through the school. Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. We use the White Rose Mathematics and the Mastering Number from NCETM to support our maths teaching and learning.

Show an awareness of numbers to 5 within the environment.
Rote count to 10 within songs and games.
Subitise to 3 (C and P)
Compare amounts using the language of more
Read numerals to 5 – match an amount to these
Compare shape and size
Continue a repeating pattern
Match items that are the same – colour, size, shapes, numbers (representations)

Sort items based on colour, size, shape, numbers (representations)
Sorting with a variety of rules – children finding the rules, finding the odd one out
Comparing size, mass, capacity, amounts, quantities – using 1:1 correspondence – language of more, fewer
Balancing size and mass
Making simple patterns and spotting mistakes within patterns

Representing 1, 2, 3 using items, claps, actions
Subitising to 3
Sorting and matching numerals and representations
Comparing sets of numbers to 3
Composition of numbers to 3
Shape – circles and triangles
Spatial Awareness – using positional language
Awareness and composition of 4 – counting on and back, representations, counting actions and sounds
Awareness and composition of 5 – counting on/back, representations, counting actions and sounds
One more/One less – exploring patterns within numbers, locating numbers on a number track, finding the missing number
Number of the day – writing, counting, representing
Shapes with 4 sides
Combining shapes (within shapes)
Passing of time – looking at night and day, morning and night, number of days, sequencing events within the school day – ordering these, using language of now, next, before, after, then

Introducing 0 as none, nothing, gone, star – where 0 sits on the number track – counting songs ending with 0

Recognising the cardinal value of numbers to 5

Comparing numbers to 5 – sharing fairly, representations,

Composition of numbers 4 and 5 – concrete representations, number shapes, groups within numbers (PPW), hidden amounts/parts within 4 and 5, hidden number bonds, beginning to show this as number sentences

Compare mass using language of heavier and lighter

Compare capacity using language of full, nearly full, half and empty

Balancing number shapes – including composition to balance these (e.g. 5 in one side and 2 + 3 in the other)

Counting 6, 7 and 8 – 1:1 counting, composition of these numbers, ordering numbers

Making pairs – finding two of the same, various representations of the same, arranging numbers into pairs (concrete exploration of number bonds) recapping the use of number sentences to demonstrate the abstract representation of this

Combining 2 groups – finding how many altogether, using concrete, pictorial, number stories

Problem solving using numbers to 8 – when combining groups or looking at composition

Exploring length and height – measuring using non-standard units of measure, find method to measure, record and compare (using cubes, counters, hands etc) Comparison using mathematical language

Time – exploring key events, exploring changes over time, days of the week, language such as today, yesterday and tomorrow, events within a given time period (jumps in a minute)

Counting forwards and backwards up to and within 10
Composition of these larger numbers, finding smaller numbers within these, beginning to estimate then counting to check

Ordering the numbers to 10

Comparing numbers to 10, lining items up to support 1:1 counting and comparing, ordering 2 or more quantities

Number bonds to 10 – using concrete resources children to explore pairs of number that make 10 and begin recalling these, recalling number sentences, combining numbers to make simple additions within 10, introducing simple subtractions using hidden number bonds to support

3D shape – building within constructions, introducing names and begin making comparisons and finding similarities

Pattern – building on previous pattern work, looking at similarities and differences, problem solving within patterns

Consolidating number skills from prior to learning – throughout the whole of the Summer Term
Subitising – using a variety of representations, lots of opportunities for counting on and back within 10. Count required number of objects from a larger group. Sorting and matching and comparing and ordering

Numbers beyond 10 – recognising number and counting patterns within and beyond 10. Representations showing 10 and a bit – looking at similarities and differences between numbers, matching numerals and representations. Exploring 100 (stories looking at bigger numbers – 1 is a snail, ten is a crab, How big is a million?)

Spatial reasoning – exploring and investigating shapes, colour arrangements, pictures and patterns

Adding more – using first, then and now structure (first show this, then do this, now it is this)

Taking away – using the first, then and now structure, using simple maths stories to include problem solving skills

Finding hidden number bond, unknown parts to find how many were added, understanding of the commutativity of adding and the inverse – how many more/left.

Spatial reasoning – exploring shapes within shapes, exploring tangrams, using maths resources to create patterns and fill spaces,

Shape – exploring triangles and stars and finding shapes within, exploring tangrams,

Exploring doubling – understanding twice as many using the same amount

Sharing and grouping – sharing into equal and unequal groups, grouping into specific numbers

Even and Odd numbers – understanding that some numbers can be shared equally and that some can't

Exploring number problems looking at odd and even, finding half, making equal groups

Spatial reasoning – exploring different positions, visualising simple models, using positional language, discussing models (or photos of models) they have made, arranging in a variety of ways

Deepening the understanding for problem solving, using number stories

Pattern and Relationships – investigating relationships between numbers and shapes (Numicon / Cuisenaire), repeating more complex patterns

Spatial reasoning – make maps and plans to represent places, discuss where things are in relation to one another, using positional language, create their own maps of familiar places in the classroom, home or stories, follow a simple map or series of instructions to get to an end goal

Problem solving using counting skills – exploring images (e.g. 5 rabbits – how many ears? the story How Many Legs?)

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. Throughout the year the children will be engaging with appropriate technological resources and age appropriate computer software. They will be exploring the use of their senses in all areas of learning.

Children will be able to discuss a story that is special to them. They will be sharing special celebrations and times throughout the year. Children will begin to understand the word respect and how they can show this to others. Children will begin understanding the different types of families and how new babies are welcomed to the world. Children will be identifying their family members and commenting on photos of their family; naming who they can see and of what relation they are to them. Children can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them, including some people who help them. Children will be encouraged to notice things in their new environment and explore how things work. Can children talk about their homes and what there is to do near their homes. They will be drawing, painting or constructing their homes. They will begin to understand the idea of chronology using the class visual timetable (now, next and later)

Children will explore festivals such as Christmas and Diwali. They will learn about special stories and places. Children will understand where in school is a special place to think. Children will be talking about what they have done with their families during Christmas' in the past. They will explore photos of how Christmas used to be celebrated in the past. Children will use the Jolly Postman stories to draw information from a map and begin to understand why maps are so important to postmen. They will be introduced to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. They will begin to recognise the different places and that they have different features. Children will share different cultures versions of famous fairy tales. Children will explore stranger danger (based on Jack and the beanstalk). They will be talking about occupations and how to identify strangers that can help them when they are in need. They will learn who to call if help is needed. Children will be able to use the language of time to recall days of the week.

Children will be exploring who is special to them and who are the people who help and care for us. They will be understanding about places they feel safe. They will explore the Chinese New Year and how they celebrate. Children will be learning what we can do to take care of animals in our world. They will be comparing animals from hot and cold places in our world. They will explore a range of animals from around our world, learn their names and label their body parts. They will use images, video clips, shared texts and other resources to bring the wider world into the classroom. After close observation, they will draw pictures of the natural world, including animals and plants. They will begin to identify the similarities and differences between them. Children will make comments on the weather, culture, clothing, housing. They will share non-fiction texts that offer an insight into contrasting environments. Children will continue to be encouraged to comment on the local weather daily.

Children will learn about the Easter story. They will be exploring what makes a good friend. Children will be comparing animals from around the world to those on a farm. Interactions with the outdoors to foster curiosity will be encouraged and children will have the freedom to touch, smell and hear the natural world around them during hands on experiences. They will explore the farm on a class visit. Children will be exploring the changes they have seen in the world around them and will be incorporating their understanding of the seasons and weather in their play. Children will be able to mark significant events that have happened. They will be able to order events from their past and discuss how they have changed. They will learn that items from the past are called artefacts.

Children will be learning about the various feelings. They will begin to explore how others might be feeling. Children will be encouraged to explore the natural world around them and think about why this is special. They will be exploring ways to look after our world. Children will explore the outside world and look closely at living creatures who live there. They will be building a 'Bug Hotel' and looking at how to protect animals in the local environment. They will be listening to stories and placing events in chronological order. Children will be exploring the life cycles of creatures and how these change / differ from one another.

Children will be exploring how to work with each other, sharing ideas and kindness. Children will be visiting the local church to explore what a baptism is and the significance for Christians. Children will look at the difference between the transport in this country and one other country. They will be making simple comparisons. They will use bee bots on simple maps and begin navigational language.

Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Children will be encouraged throughout the year to access a range of resources independently to allow them to be creative and test out a range of techniques.</p>					
	<p>Children will be creating pictures of themselves using different media. They will be joining in with songs; beginning to mix colours, join in with role play games and using resources available for props. They will be building models using construction equipment. Sing call and response songs, so that children can echo phrases of songs. Children will be able to access junk modelling, pictures of children's creations will be taken and they will be encouraged to explain what they did. They will be exploring sounds and how they can be changed, tapping out of simple rhythms. They will be creating superhero themed props including masks, costumes, shields etc.</p>	<p>Children will be using different textures and materials to make houses for the three little pigs, bridges for the Three Billy Goats and other fairy tale characters. They will listen to music and make their own dances in response. Children will be encouraged to make a range of creations including firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems. They will be encouraged to use story maps, props, puppets & story bags to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Children will be exploring other countries, dressing up in different costumes. They will continue retelling familiar stories. Children will be exploring the use of cool and warm colours. They will be creating collages – looking at seasonal backgrounds and different animal patterns. Children will be using a mixture of different media to create their collages and will be developing more independence when getting the resources that they need.</p>	<p>Children will be designing homes for various farm animals. They will continue to collage animals. Children will be encouraged to select the tools and techniques, they need to assemble materials that they are using e.g creating animal masks. They will be using pastels to create patterns using flowers as a stimulus. They will create artwork themed around Eric Carle / The Seasons Art. We will provide a wide range of props for play which encourage imagination. They will be creating inspirational women cards and gifts. (Mother's Day Crafts)</p>	<p>Children will be creating symmetrical butterflies using a range of resources and media. They will also be using various joining techniques to make moving pictures/minibeasts. Children will be creating woven spiders-webs using string, ribbon and wool. They will have opportunities to complete printing activities using a range of equipment including paints and dough to make insect imprints.</p>	<p>They will be creating sand pictures / rainbow fish collages. Children will be creating lighthouse designs. They will create a range of creatures using different media, inc. paper plate jellyfish. They will explore past puppet shows and we will provide a wide range of props for play which encourage imagination. Children will create salt dough fossils of different creatures. They will be creating water pictures, collages, shading by adding black or white, colour mixing for beach huts and making passports. They will continue colour mixing to make holiday pictures. They will be creating inspirational men cards and gifts. (Father's Day Crafts)</p>