

Reception Yearly Curriculum Overview 2025 – 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/ Theme	All about me People who helps us	Celebrations	Once upon a time	Nature/ Growth	Amazing animals	The World, then and now Changes
Theme stories	Ruby’s Worry Ravi’s Roar What Makes me a Me By Ben Faulkes Perfectly Norman By Tom Percival All About Families By Usborne Open Wide...What’s Inside? By Alex and Helen Rushworth Superhero’s Like Me Dr Ranj Emergency! By Margaret Mayo	The Christmas story The night before Christmas Binny’s Diwali By Shweta Chopra and Schuchi Mehta The Scarecrows Wedding By Julia Donaldson One Snowy Night By Nick Butterworth Babushka: A Christmas Tale By Dawn Casey Bonfire Night Sparks in the Sky Twinkl e-book	Little red riding hood The snow queen The knight, the princess and the magic rock Mr Wolf’s Pancakes By Jan Fearnley The Princess and the Pea By Rachel Isadora The Three Billy Goats Gruff Winnie and Wilbur at Chinese New Year By Valerie Thomas Rapunzel (Once Upon a World)	The street beneath my feet Jack and The Beanstalk Farmer Duck By Martin Waddell Henny Penny By Paul Galdone The runaway tree	Dear Zoo Brown bear, brown bear Superworm By Julia Donaldson Bird Builds a Nest By Martin Jenkins The Lion Who Wanted to Love By Giles Andreae Hello Hello By Brendon Wensel Sharing a Shell By Julia Donaldson My Green Day By Melanie Walsh	Lost and Found By Oliver Jeffers The Runaway Train By Benedict Blathwayt Super Submarines By Tom Mitton Rocket Girl By Didi Dragon The Journey By Aaron Becker
Drawing Club	Ruby’s Worry Perfectly Norman Ravi’s Roar Stick Man Marvellous Me Hug Big Mike’s Police Car Clifford the Firehouse Dog Emergency!	Stickman Pumpkin soup Room on the Broom The Jolly Postman The Christmas Jolly Postman	The Three Little Pigs The Gingerbread Man Jack and the Beanstalk Little Red Riding Hood Goldilocks and the Three Bears The Enormous Turnip	The Extraordinary Gardener Henry’s Holiday The Very Hungry Caterpillar Tadpole’s Promise The Odd Egg I am NOT the Easter Bunny	The Rainbow Fish Elmer Dear Zoo Polar Bear, Polar Bear, What do you Hear? I want a Pet.	The Growing Story Where the Wild Things are The Dinosaur Next Door The Pirates Next Door Super Tato The Koala that could Incredible You

Songs (themes)	Head, Shoulders, Knees and Toes Miss Polly had a Dolly Jack and Jill	Down in the jungle Five little ducks Rudolph	Pat-o-cake The grand old duke of York Humpty dumpty	Old Macdonald had a farm Mary had a little lamb	Bingo A sailor went to sea	Row, row, row your boat The wheels on the bus Zoom, zoom, zoom

Communication and language

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.

ELG

Listening, Attention and Understanding.

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Observational checkpoints

- Can children shift focus from one task to another if you fully obtain their attention?
- Can children use sentences of four to six words?
- Can children join sentences using 'because', 'or', 'and'.
- Can children use future and past tense? Can children answer a simple 'why' question?

C&L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	Welcome to EYFS Settling in activities. Making friends. Children talking about experiences that are familiar to them. Rhyming and alliteration. Familiar Print. Sharing facts – All about me! Mood Monsters. Zones of regulation Shared stories. Model talk routines through the day.	Tell me a story! Develop vocabulary. Discovering Passions. Tell me a story - retelling stories, Story language. Listening and responding to stories. Following instructions. Taking part in discussion. Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	Tell me why! Using language in full sentences. Asks how and why questions... Discovering Passions. Retell a story with story language. Ask questions to find out more and to check they understand what has been said to them. Discuss events and characters in a story. Engage in non-fiction texts. Listen to and talk about stories to build familiarity and understanding.	Talk it through! Describe events in detail – time connectives. Discovering Passions. Understand how to listen carefully and why listening is important. Talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story. Engage in non-fiction texts.	What happened? Discovering Passions. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Offer explanations for what happened using recently introduced language.	Time to share! Discovering Passions. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Join morning assemblies.

Personal, social and emotional development

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.

ELG

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Observational Checkpoint:

Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Can children settle at activities for a while?

Can children play alongside others?

Can children take part in pretend play, taking on a role such as Mummy or Daddy?

Can children take part in pretend play with different roles such as the Little Red Riding Hood?

Can children negotiate solutions to conflicts in their play?

PSED

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Personal, social and emotional development	Jigsaw Being me in my world Who me? My belonging. How am I feeling? Being at school. Gentle hands. Our rights and responsibilities. Naming different feelings, thinking about how to feel with 'not so good feelings', know some selfcare techniques. Know that some actions and words can hurt others feelings. Handwashing Snack station Class rules: Behavioural expectations & systems in the class/boundaries set Class rules What makes me special?	Jigsaw Celebrating differences What am I good at? I'm special, I'm me! Families/different families. Houses and homes. Making friends. Standing up for yourself. Celebrating differences. I know what it means to be respectful and to be treated with respect. Celebrating cultural difference through celebrations. Anti- Bullying week. Children in Need.	Jigsaw Dreams and Goals Challenges and perseverance. Never giving up. Setting a goal. Obstacles and support. The future. Jobs. Feeling proud.	Jigsaw Health me Everybody's body. Moving. Why is resting good for our bodies? Healthy eating choices. Sleeping. Keeping clean. Stranger danger. Being kind to living creatures. Taking care of animals (frogs/butterflies/live eggs) Understanding life cycles. Plant growing.	Jigsaw Relationships My family and me. Being lonely. Solving disagreements. Falling out. Bullying. Calming down. Being the best friend we can be. Importance of exercise. The importance of healthy eating. Oral Health. Growth.	Jigsaw Changing me Naming the body parts. Respecting my body. Growing up. Transition. A years reflection. I know that caring relationships are at the heart of happy families. I know what makes a good friend. Caring for our world. Journeys I have taken. Transition into Year 1. Year 1 readiness.
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PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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.

**ELG –
Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Observational Checkpoint

Can children make ‘cross the mid-line’ marks on vertical surfaces?

Can children use one-handed tools such as scissors or a hammer?

Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?

Can children move in a range of ways including hopping, climbing and balancing?

Can children work in groups/teams?

<p>Fine motor</p>	<p>Threading, cutting, weaving, playdough, Funky Finger activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip developed.</p>	<p>Threading, cutting, weaving, playdough, Funky Finger 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: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Funky Finger activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip . Forms recognisable letters most correctly formed. Develop accuracy and safety using scissors to cut</p>	<p>Threading, cutting, weaving, playdough, Funky Finger 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.</p>	<p>Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
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Gross motor	Ball skills (hands) To explore different ways of using their hands to move with a ball. To explore different ways of pushing a ball. To learn the meaning of the word control and start to understand why it is important to keep the ball close to them. To explore different ways to roll a ball. To explore different ways to bounce a ball. To explore different ways to bounce a ball whilst moving into a space. To explore different ways to roll and push a ball individually and with a partner.	Gymnastics: High. Low, Over, Under. To introduce 'champion gymnastics' by moving in a high way and explore making high shapes. To move in a low way and explore making low shapes. To move safely using apparatus. To explore movements and shapes in high and low ways on the apparatus. To explore movements and shapes in high, low, over and under ways on the apparatus. To self-select where to work and explore which movements and shapes to make.	Attack v Defence : Games For Understanding. To understand why it is important to take turns when playing a game. To understand why it is important to keep score when playing a game. To understand why we need to follow rules when playing a game. To explore different ways to avoid a defender. To explore simple ways to prevent the attackers from scoring. To apply their understanding of attacking and defending in a competitive game.	Health and Wellbeing To understand what we mean by exercise and why it is important. To understand why our heart beats faster when we exercise. To identify changes in their breathing when they exercise. To experience a variety of warm up games and activities. To understand how exercise makes us feel both physically and mentally. To use their understanding of exercise to complete a circuit of activities as a class.	Ball skills (Feet) To explore different ways of using their feet to move a ball. To learn the meaning of the word control and start to understand why it is important to keep the ball close to them. To develop dribbling skills and where to dribble the ball. To develop kicking and dribbling skills during competitions.	Dance (Dinosaurs) To create movements as 'big' dinosaurs. To create movements as 'small' dinosaurs. To use their bodies to create movements taking on the role of a predator and then prey. To add emotion to their movements as they move in character. To extend their ideas ensuring expression and working in pairs to create movements together.
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Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy 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 (through daily phonics lessons) involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Daily reading squad groups are held to develop reading and fluency skills. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Opportunities to write are encouraged throughout all areas of the classroom and outside areas. Literacy lessons are taught during Drawing Club sessions.</p>						

ELG

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Observational Checkpoints

Do children know how to handle a book and turn the pages one at a time?

Can children read with fluency?

Can children identify rhymes and clap syllables?

Can children talk to an adult about a story that they have enjoyed?

Can children write their name?

Can children use capital letters and full stops?

Can children use their phonic knowledge to write words?

Can children use finger spaces?

<p>Reading</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Retelling stories using images / apps. Story Maps. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end.</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Order events, discuss characters and create story maps and use to retell stories. Look at non-fiction texts linked to topic and begin to understand the difference between fiction and nonfiction Poetry Basket</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Stories from other cultures and traditions Retell a story/poem with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories 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>Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p>Phonics</p>	<p>The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no Read individual letters by saying sounds for them Blend sounds into words so they can read short words Read some common exception words on sight.</p>	<p>The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words. Read some groups of letters that represent one sound Read simple phrases/sentences made up of known letter-sound correspondence and a few exception words</p>	<p>The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. Say a sound for each letter of the alphabet and at least 10 digraphs Read words by sound blending Read aloud simple sentences and books that are consistent with phonic knowledge including some common exception words</p>			

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>Texts as a stimulus Dominant hand, tripod grip, mark making, giving meaning to marks Writing initial sounds and simple captions. Use initial sounds to label characters / images. Write name correctly. Use some of their print and letter knowledge in their early writing Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs. Use initial sounds. Oral rehearsal. Daily hand writing and letter formation practise.</p>	<p>Texts as a stimulus Consolidate Autumn One Help children identify the sound that is tricky to spell. Sequence the story Write a caption. Use correct letter formation Begin to reread what they have written. Begin to spell CVC words. Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs. Write labels. Begin to write lists & captions, focusing on ...label, caption, space. Daily hand writing and letter formation practise.</p>	<p>Texts as a stimulus Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly. Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter & word spacing. Reread what they have written to make sure it makes sense. Begin to write a variety of fiction and non-fiction sentences / captions. Daily hand writing and letter formation practise.</p>	<p>Texts as a stimulus Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly. Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs. Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter & word spacing. Re-read what they have written to make sure it makes sense. Begin to write a variety of fiction and non-fiction sentences / captions. Daily hand writing and letter formation practise.</p>	<p>Texts as a stimulus Write recognisable letters (lower case and capital) most of which are formed correctly. Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs. Write simple phrases and sentences that can be read by others including: word spacing, full stops and capital letters. Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions. Fact cards. Daily hand writing and letter formation practise.</p>	<p>Texts as a stimulus Write recognisable letters (lower case and capital) most of which are formed correctly. Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs. Write simple phrases and sentences that can be read by others including: word spacing , full stop, capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions. Fact cards. Daily hand writing and letter formation practise.</p>

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships ,spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>						
<p>ELG Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 						
<p>Observational Checklists Can children subitise to 10? Can children count in correspondence to 10? Can children rote count beyond 10? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>						

<p>Maths</p>	<p>Understand the purpose of counting. Begin to subitise (recognise amounts without counting). Understand that 1 and another 1 is 2. To subitise to 4. To compare amounts using 'more than' and 'fewer than'. To understand cardinality – that the last number in the count tells us 'how many' things there are altogether. Develop a deep understanding of numbers to 5. To count different objects to 10.</p>	<p>To compare the number of objects in 2 sets by matching them 1:1. To understand the concept of 'whole' and 'parts'. To investigate the composition of 3,4 and 5. To investigate the purpose of counting. To subitise to 5. To rehearse the order of the first 5 numbers. To recognise and name 2D shapes.</p>	<p>To investigate the composition of 5 (understand that 3+2 in 5). To secure understanding of the pairs of numbers that make 5. Begin to explore 6 and 7 as numbers that are composed of '5 and a bit'. To notice when quantities are equal or unequal. To rehearse the order of the first 10 numbers and use the 'stopping number'. To use the language 'more than', 'less than' and 'equal to' when comparing amounts. To investigate numbers within 7.</p>	<p>To investigate the composition of numbers within 10, focusing on the 'special case' of when 2 equal parts combine to make a whole (doubles). To practically explore odd and even numbers. To visualise and subitise amounts using a range of differing arrangements. To consolidate learning of parts of 5 when one part is hidden. To review the composition of the numbers 6 to 9 using the '5 and a bit' structure. To compare and continue patterns.</p>	<p>To understand where numbers to 10 are in relation to one another. To use manipulatives to subitise to 5. To use counting compare and find a numerical difference. To develop spatial thinking and spatial language linked to position and direction. To explore that the whole can be regrouped into different parts and parts can be combined to make a whole.</p>	<p>To combine parts to create a whole (the start of calculating- addition). To find the whole when a part is missing. To learn and recognise numbers from eleven to 20. To understand the concept of 10 and some more. To explore the language of doubling and halving (half as much or twice as many). Use tens frames to demonstrate odd and even amounts. To count an amount and establish a total (leading to numbers over 20).</p>
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Understanding the world	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>UTW</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
<p>ELG</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 						
<p>Observational Checklists</p> <p>Can children use their senses to explore?</p> <p>Can children make sense of their own life-story and family history?</p> <p>Can children understand the key features of the life cycle of a plant and an animal?</p> <p>Do children show an interest in different occupations?</p> <p>Can children talk about differences between materials and changes they notice?</p> <p>Can children talk about different countries in the world?</p> <p>Can children understand the importance of different religious beliefs?</p>						

<p>UTW</p> <p>RE</p>	<p>What are we special? Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Talk about the lives of the people around them and their roles in society. Understand the roles and responsibilities of people who help us e.g police, firefighters, doctors, nurses and teachers.</p>	<p>What are special times? Discovering and comparing special times of Diwali and Christmas. Using pictures, videos, and storytelling, they explore the significance of these festivals and how they are celebrated. Learning about the traditions associated with Diwali and Christmas and discussing the importance of these celebrations in bringing communities together.</p>	<p>Why are some places special? Investigating what makes places special and significant to different people. Starting by discussing places that are special to them, they will learn about religious buildings and places of worship and discuss the importance of these places to others.</p>	<p>What makes the world special? Exploring what makes the world around them special, children will learn why the world can be special to both themselves and others. Listening to other people's ideas about caring for the world and discussing reasons why this is important.</p>	<p>Why are some things special? Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.</p>	<p>Why are some stories special? Discussing favourite stories and exploring why some stories are special to other people. Learn how to treat special stories. Learn from Christian and Hindu stories.</p>
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Understanding the world	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<p>Me and my community</p> <p>To talk about who is in their family.</p> <p>To talk about what they do as a family and family traditions. Children can discuss simple changes that have happened to them since they were a baby.</p> <p>To talk about people who help us and work at night and how their role has changed over time.</p> <p>To discuss the life of their grandparent.</p>	<p>Understanding the world.</p> <p>To talk about the first moon landing including Buzz Aldrin and Neil Armstrong.</p> <p>To know about the symbol of the poppy for Remembrance Day.</p> <p>Children know that people celebrate festivals.</p>	<p>Ready, steady, grow</p> <p>To remember and discuss an experience.</p> <p>To sequence pictures in chronological order.</p> <p>To read and discuss traditional farm tales such as Little Red Hen.</p>	<p>Long Ago</p> <p>To make comparisons between life in the past and life now through observation.</p> <p>To discuss similarities and differences when reading texts from the past including The Tiger Who Came For Tea.</p> <p>To be historians and analyse the school building to discover if it is new or old.</p> <p>To arrange daily events in chronological order</p>	<p>Jobs</p> <p>To decide if an object is old or modern (toys from Hertfordshire museum).</p> <p>To discuss key questions relating to a person's job (visitor to come into class and discuss how their job has changed over time).</p>	<p>Holidays</p> <p>To order and discuss a memorable experience.</p> <p>To discuss holidays in the past.</p> <p>To discuss how to stay safe at sea and the role of the RNLI.</p> <p>Historical enquiry.</p> <p>To identify similarities and differences.</p> <p>To know that information can be retrieved from books, the internet and people.</p> <p>To begin to ask and answer 'how' and 'why' questions in response to stories or events.</p>

Understanding the world	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Geography</p>	<p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Follow / create simple maps. Look at Aerial Photos. Talk about what they do with their family and places they have been with their family. Can they draw similarities and make comparisons between other families? Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Road safety – link to police visit – as follow up go on a walk around the school, crossing roads, following a map –create a Emotional mapping – what do I like and not like – take photos - take photos and plot photos to create own maps</p>	<p>Use the Jolly Postman / Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Create their own story maps to show the journey of the Postman. Christmas around the world. Study of world map. Nocturnal animals. Making sense of different environments and habitats. Look at them in the school grounds. After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change – Autumn.</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Know about seasonal change Winter – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc. ring the outside in if we get any snow or frost – go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments. Know about the North and South Pole as a contrasting climate – what is the landscape like there – what lives there – animal focus? How? Discuss weather. Google Earth – how can we identify cold places – what colour might they be – why? Link to climate / weather. Aerial Photos. Encourage discussion, describing and commenting on things they have seen whilst outside, including plants and animals.</p>	<p>Outdoor adventures To explore natural objects using the senses. To explore and make observations of the world around them. To describe the effects of different weather conditions. To use the senses to observe and talk about experiences whilst outside. To begin to notice some of the features of the changing seasons. To begin to recognise the seasonal weather conditions.</p>	<p>Around the world To compare features in the local environment and other places around the world. To compare contrasting places around the UK. To recognise the difference between city and countryside environments. To compare different landscapes around the world. To understand the characteristics of desert environments, including climate and landscape. To explore and understand life in a cold place, comparing and contrasting it with our own lives. Trip to Hertfordshire Zoo discuss what we will see on our journey – map work and features. Use Bee-Bots on simple maps. Encourage the children to use navigational language. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water?</p>	<p>Exploring maps To find and name familiar features on a pirate map. To consider shapes and positions of features when making a map. To build and describe a model of a familiar place. To describe a journey using found objects as prompts. To explore a range of maps. To apply their knowledge of maps to make their own.</p>
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<p>Expressive arts and design</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
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EAD

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.

ELG**Expressive Arts and Design****Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Observation checkpoints

Can children take part in pretend play?

Can children create using different materials?

Can children develop their own creative ideas by drawing and painting?

Can children perform a range of songs? Can children play instruments to express their own ideas?

Art DT	Art and Design Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. Investigate marks and patterns made by different textures.	Design and Technology Structures – Junk modelling Explore junk model Develop cutting and scissor skills. Choosing resources. Making models.	Art and Design Painting and mixed media – Paint my world. Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. To explore paint using finger painting.	Design and Technology Bookmarks Children will develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.	Art and Design Sculpture and 3D – Creation station. Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. Exploring and understanding clay through manipulation	Design and Technology Structures Boats Children explore what is meant by ‘waterproof,’ ‘floating,’ and ‘sinking,’ then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of EYFS boats and ships before investigating their shape and structures to build their own.
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	<p>To explore making marks with felt tips.</p> <p>To explore making marking with chalks.</p> <p>To explore making marks using pencils.</p> <p>To create a simple observational training of the face.</p> <p>To use a variety of colours and materials to create a self-portrait.</p>	<p>Evaluating and presenting finished work.</p>	<p>To create natural paintbrushes using found objects.</p> <p>To respond to music through the medium of painting.</p> <p>To make child-led collages using mixed media.</p> <p>To create landscape collages inspired by the work of Megan Coyle.</p> <p>To create a large piece of group art work based around Chinese New Year.</p>	<p>Develop threading and weaving skills.</p> <p>To practise and apply weaving skills to a specific material e.g paper.</p> <p>To apply threading skills with wool and hessian. To learn to sew with a needle and wool.</p> <p>To design a bookmark.</p> <p>To create a textiles book mark using their own design.</p> <p>To evaluate their bookmarks.</p>	<p>and experimentation; developing small motor skills.</p> <p>Exploring the properties of playdough using hands and tools to manipulate it in different ways.</p> <p>To create 3D landscape pictures using natural found objects; using their imagination to choose and arrange objects.</p> <p>Looking at the shapes and patterns in clay animal sculptures; designing their own animal sculpture, considering how they will create it in clay.</p> <p>Shaping clay into animal sculptures; refining their ideas as they follow their designs and problem solving as they work.</p> <p>Developing their clay animals; choosing colours to decorate them and talking about the processes used to make their sculptures.</p>	<p>To learn what waterproof means and to test materials whether materials are waterproof.</p> <p>To test and make predictions for which materials float or sink.</p> <p>To compare the use of boats.</p> <p>To investigate how the shape and structure of boats affects the way they move.</p> <p>To design and boat and then create the boat using their own design.</p>
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Expressive arts and design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being imaginative	<p>Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once... This Old Man Five Little Ducks Name Song Things For Fingers.</p> <p>Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments.</p> <p>Share and perform the learning that has taken place.</p>	<p>Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments.</p> <p>Share and perform the learning that has taken place.</p>	<p>Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys... Twinkle Twinkle If You're Happy... Head, Shoulders...</p> <p>Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song.</p>	<p>Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song.</p>	<p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p> <p>Musical learning focus: Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song Improvisation using voices and instruments Riff-based composition.</p>	<p>Consolidates the learning that has occurred during the year.</p> <p>Revisiting chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Musical learning focus: Listen and Appraise</p> <p>Embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments Improvisation using voices and instruments based composition.</p>

<p>Science</p>	<p>Humans</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>To talk about themselves, friends, family and community using photographs. To use mirrors to look at their faces. To create pictures or collages of themselves, friends, family and community. To make hand and footprints using paint.</p>	<p>Materials including changing materials.</p> <p>To look for dew, ice, icicles and frost in the playground. To use their senses to explore natural materials in the environment, such as stones, twigs, leaves, feathers, seeds, flowers etc. To gather natural materials to make collections. To make pictures using natural materials they have gathered from the environment. To make dens, nests, bug hotels etc. using natural materials. To make ice pictures by putting water in a shallow tray and adding natural objects gathered from the environment and then leaving them outside to freeze or putting them in the freezer.</p>	<p>Forces</p> <p>To adapt objects to see if they can be made to float or sink e.g. cutting and peeling fruit and vegetables, reshaping plasticene etc. To test how many small objects different foil containers can hold before sinking. To test how toy cars move down ramps and gutters. To test how wheels turn when sand or water is poured through them. To test how objects fall with and without a parachute attached. To test how different balls bounce. To make and test paper aeroplanes. To design different marble runs or routes for water/sand to travel down gutters or pipes. To identify objects being blown around outdoors. To observe how different objects fall e.g. scarves, feathers. To observe how toys/objects move in the wind e.g. streamers, balloons, pinwheels, bubbles etc. To compare the movements of a ball and a balloon when bouncing or throwing and catching.</p>	<p>Growing</p> <p>To use the garden centre role play area. To gather seeds from the surrounding natural environment. To gather seeds from fruit. To observe collections of seeds and bulbs using a magnifying glass or an app on a tablet. To draw seeds and bulbs. To plant and care for seeds and bulbs. To grow vegetable tops.</p>	<p>Animals excluding humans</p> <p>To share books about animals in the local area and animals in other countries. e.g. jungle, polar regions, desert, ocean To look at pictures of animals in different habitats. To watch videos of animals in different habitats. To play games involving matching animals to their habitats. To play with small world animals in different habitats. To visit the zoo, focusing on animals that live in different habitat. To care for pets from a different habitat e.g. tropical fish. To create pictures of animals in their habitats. To pretend to be animals. To name and describe animals they see in books, pictures, videos or while on a trip To describe different habitats.</p>	<p>Living things and their habitats.</p> <p>To take photographs of the plants they find in the school grounds. To observe closely and drawing the plants in the school grounds. To find plants in the school grounds to match with photographs of them. To look at aerial views to count the number of trees in the school grounds. To use a map of the school grounds, with pictures of where specific plants can be found, to find those plants. To create a map to show how to find their favourite plants in the school grounds. To find mini beasts in the school grounds. To take photographs of the mini beasts they find in the school grounds.</p>
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<p>Computing</p>	<p>Photography and Digital art. Take photos of junk modelling. Take photos of areas of the classroom and how to tidy them up.</p> <p>Knowledge and skills Explore and draw where technology is used in school and at home.</p> <p>Self- image and identity I can recognise on-line and offline that anyone can say 'no' to someone who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>Online relationships I can recognise some ways in which the internet can be used to communicate.</p>	<p>Photography and digital art. Use painting tools to make firework pictures.</p> <p>Computational thinking. Give instructions in PE.</p> <p>Coding and Programming Input a simple sequence of commands to control a Beebot.</p> <p>Online reputation. To identify ways that I can put information on the Internet.</p>	<p>Data Handling Create a tally chart of favourite Fairy Tale characters. Sort characters and take photos.</p> <p>Sound To record different character voices and find ways to change the voice.</p> <p>Online Bullying To describe ways that some people can be unkind online.</p> <p>Safer Internet Day</p>	<p>Video Creation To record each other in the role play area.</p> <p>Managing Online information To talk about how to use the internet as a way of finding information online.</p>	<p>Word Processing Use word to write their Drawing Club sentences from the week.</p> <p>Health, Well –being and Lifestyle. To identify rules that help keep us safe and healthy in and beyond the home when using technology.</p>	<p>Word Processing To type their favourite memory from the year.</p> <p>Sound To take photos of themselves and record voiceovers with zip open mouth.</p> <p>Privacy and Security To identify some simple examples of personal information e.g name, address, birthday, age, location)</p>
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