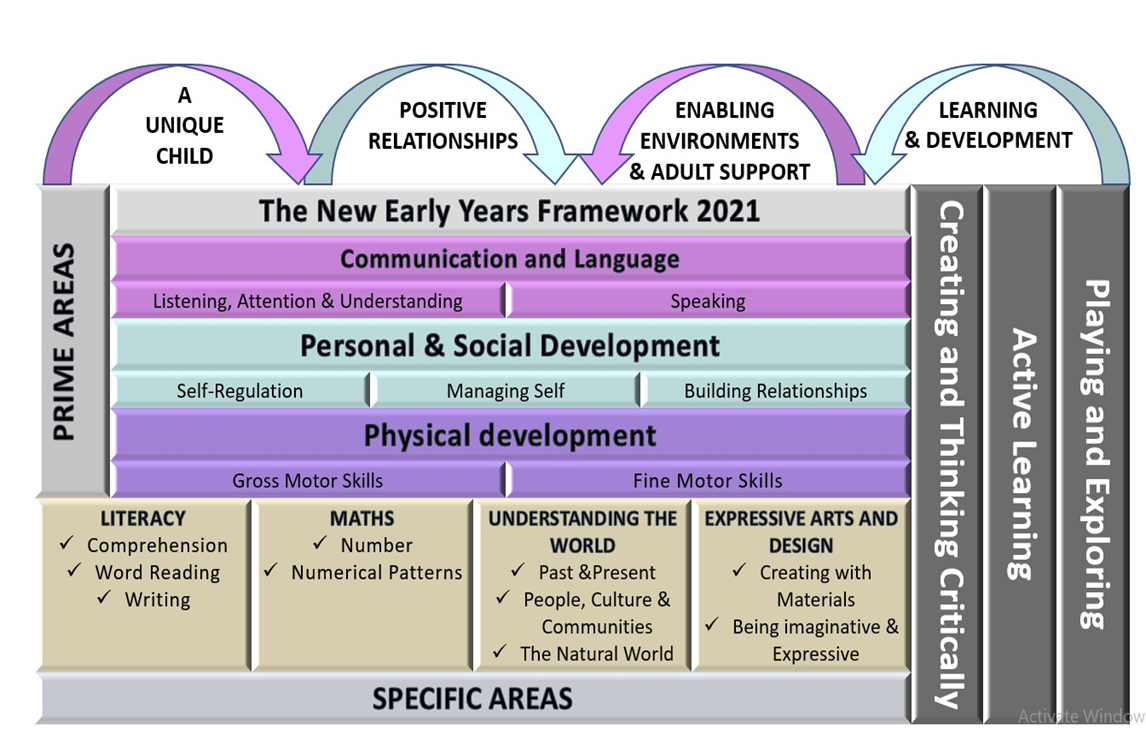
Reception Long Term Plan 22-23

At the West Tyne Federation we aim to make learning irresistible. We provide the highest quality care and education for all our children therefore giving them a strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners. Children feel valued and loved in school and we pride ourselves on our strong relationships between children, staff and parents. We treat every child as an individual and are committed to nurturing their strengths and interests.

Being in Reception is the start of a magical learning journey. During our time in Reception class we learn the importance and joy of being part of our school community, by joining in with school routines and events. By the end of the year we are confident, independent and firmly established within school life. We believe we can do anything we want to do.



|  |  |
| --- | --- |
| **COEL**  Engagement  Motivation  Thinking | **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on experiences which help them to solve problems and reach conclusions. |
| **Overarching Principles** | **Unique child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| All about me! | Once upon a time… | A starry night | Dangerous dinosaurs! | Growing | Big wide world |
| General Themes  *NB: These themes may be adapted at various points to allow for children’s interests* | Starting school  My new class  Class contract  Me and my family  What makes me special – Elmer  The Word Collector  Exploring Autumn  Halloween | Exploring Traditional tales/characters and different versions  Talk4Writing – The Three Little Pigs  Bonfire Night  Remembrance Day  Diwali  Christmas | Night time adventures  Nocturnal animals  Stars, moon, sun and planets  Chinese New Year  Valentine’s Day  Our woodland in the day and at night  Bed time routine – healthy teeth  RSPB Bird Watch | Types of dinosaur  Fossils and bones  Animals from the past  Extinction  Going back in time  Features of fiction and non-fiction books  Palaeontology  World Book Day  Shrove Tuesday  Science Week  Mother’s Day  Easter  Spring | Spring  Growing and caring for plants – flowers/vegetables  Lifecycles  Down on the Farm  Habitats  Minibeasts  Eid (Islam) | Where in the World shall we go?  Animals around the World  Under the Sea  Reduce, Reuse, Recycle  Seasides in the Past -  Father’s Day |
| High Quality Texts | Elmer and Elmer stories  Once there were Giants  The Lion and the Mouse  The Colour Monster  The Little Red Hen  Leaf Man | A range of traditional tales  The Night before Christmas  The Jolly Christmas Postman  The Nativity story | How to Catch a Star  Owl Babies  Peace at Last  Whatever Next!  The Great Race – story of the Chinese Zodiac | If I had a Dinosaur  Dear Dinosaur  Dinosaur Roar  Dinosaur More  Cave Baby  Little Kids First Big Book of Dinosaurs | Errol’s Garden  Why do Ladybirds have Spots?  What the Ladybird Heard  The Bad-Tempered Ladybird  The Tiny Seed  The Very Hungry Caterpillar  Range of non-fiction books about minibeasts | The Runaway Chapati  Handa’s Surprise  Fatou, Fetch the Water  Welcome to our World – A Celebration of Children Everywhere  Commotion in the Ocean  Atlases/maps  What the Ladybird Heard at the Seaside  There’s a Rang-tang in my Bedroom  Granny Went to Market |
| Key Words for texts | **Elmer** – unique, young, old, thin, fat, tall, patchwork  **The Little Red Hen** – corn, bake, windmill, ingredients, recipe, lazy, selfish  **Once there were Giants** – uncle, aunt, son, daughter, giant  **Leaf Man** – marsh, orchards, breeze, flock | **Story language** – once upon a time, happily ever after, using time vocabulary – first, then, next  **Onomatopoeia** – firework sounds – whizz, bang, pop |  |  |  |  |
| ‘WOW’ Moments  Enrichment | Bread Making  Harvest Festival at local church  Berry picking/crumble making | Porridge making  Growing beans  Making edible sparklers  Trip to the panto  Visit from Santa  Crib service at local church  Christmas school production  Baking gingerbread men | Pyjama Party – den building/exploring lights  Night walk  Kielder Observatory visit  Chinese food/using chopsticks/fortune cookies | Trip to the Great North Museum – ‘Dinky Dinos’ workshop  Making pancakes  Making Gruffalo cupcakes | Pond dipping at Walltown  Trip to the farm  Trip to the garden centre | Make chapatis  Seaside trip  Local picnic – making our own picnic  Local Litter pick  Sports Day |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
|  | All about me! | Once upon a time… | | A starry night | Dangerous dinosaurs! | | Growing | Big wide world |
| **Communication and Language**  ***-Listening***  ***-Attention***  ***-Understanding***  ***-Speaking***  C&L is developed throughout the year through high quality interactions, daily discussions, circle time, PSHE activities, stories, singing, speech and language interventions, Pie Corbett T4W, productions. | The development of children’s spoken language underpins all seven areas of learning and development. Children’s interactions form the foundations for language and cognitive development. We ensure children experience **high quality conversations** with adults and peers in a **language rich environment**. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, we can build children’s language effectively. We **read frequently to children, engaging them actively in stories, non-fiction texts, rhymes and poems.** We provide extensive opportunities to **use and embed new words** in a range of contexts. Through conversation, story-telling and role-play, where children share their ideas and with support, modelling and sensitive questioning from us that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. This enables children to thrive. | | | | | | | |
| Understand how to listen carefully and why listening is important.  Connect one idea or action to another using a range of connectives.  Engage in story times.  Listen and talk about stories to build familiarity and understanding *e.g. explain why Elmer is unique and relate this to why they are unique.*  Develop social phrases *e.g. ‘Good Morning’, ‘Please can you help me?’*  Pay attention to something of interest for a short period.  Uses language to imagine and recreate roles and experiences in play situations. | Know many rhymes *e.g. nursery rhymes, number rhymes.*  Ask questions to find out more and to check they understand what has been said to them.  Describe events in some detail.  Can both listen and do for a short span.  Understand a range of complex structures including negatives, plurals and tense markers.  Introduce a story or narrative into their play. | | Articulate their ideas and thoughts in well-formed sentences.  Engage in non-fiction books.  Listen and talk about stories to build familiarity *e.g. explain why Daddy Bear was so tired in the story of ‘Peace at Last’.*  Retell stories.  Begin to understand humour e.g. nonsense jokes.  Listen and respond to ideas expressed by others in conversation or discussion. | Sing a large repertoire of songs *e.g. hymns learnt in assembly.*  Describe events in some detail *e.g. talk about what they saw and learnt during our trip to the museum.*  Use talk to help work out problems and organise thinking and activities.  Pay attention to something of interest for a long period.  Follow a story without pictures or props.  Understand questions such as who; why; when; where and how. | | Use new vocabulary in explanations and in different contexts.  Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Be able to tell a long story.  Link statements and stick to a main theme or intention.  Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words *e.g. retell the story of ‘The Very Hungry Caterpillar’ saying days of the week in the correct order and using pictures in book to remind themselves of what he ate on each day.*  Use talk to organise, sequence and clarify thinking, ideas, feelings and events. |
| Early Learning Goals | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify understanding.  Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.  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 ad poems where 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. | | | | | | | |
| Personal, Social and Emotional Development  Self-Regulation  Managing Self  Building  Relationships | See themselves as a valuable individual.  Develop their sense of responsibility & membership of a community.  Show more confidence in new situations.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Work and play cooperatively and take turns with others.  Give focused attention to what the teacher says.  Explain the reason for rules.  Know right from wrong and try to behave accordingly.  Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.  Returns to secure based of a familiar adult to recharge and gain emotional support and practical help in difficult situations. | | Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Use meditation to calm and relax.  Be confident to try new activities and show independence.  Form positive attachments to adults and friendships with peers.  Manage own basic hygiene and personal needs.  Having an understanding of how to be healthy - healthy food choices, staying active, oral health, the need for a good night’s sleep.  Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking.  Is proactive in seeking adult support and able to articulate their wants and needs.  Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours. | | | Think about the perspectives of others.  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 immediate impulses when appropriate.  Show an ability to follow instructions involving several ideas or actions.  Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.  Builds an understanding of what makes a consistent and stable relationship. | | |
| Early Learning Goals | **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. | | | | | | | |
| Physical Development | Gross Motor Skills  Revise the fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb.  Develop the skills needed to manage the school day successfully: lining up, mealtimes, personal hygiene.  To learn some basic yoga moves through stories.  Start to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  PE - Fundamental Movements  Physical team games in Commando Joe’s (G)  Fine Motor Skills  Develop skills using a range of tools eg scissors, pencils and pens for drawing and writing, knives and forks safely and confidently.  Use one-handed tools and equipment.  Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Uses simple tools to effect changes to materials. Shows a preference for a dominant hand. | Gross Motor Skills  Revise and refine the fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb.  Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions and other disciplines including dance, gymnastics, athletics and swimming.  Continue to develop yoga poses.  PE - Fundamental Movements  Physical team games in Commando Joe’s (H)  Fine Motor Skills  Continue to develop skills to use a range of tools.  Use a comfortable grip with good control when using pens and pencils.  Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.  Handles tools, objects, construction and malleable materials safely and with increasing control and intention.  Begins to form recognisable letters independently | | Gross Motor Skills  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  To begin to understand how yoga can strengthen our bodies and help us to relax.  Further develop the skills they need to manage the school day successfully e.g. mealtimes, personal hygiene.  PE - Multi-skills  Physical team games in Commando Joe’s (G)  Fine Motor Skills  Start to develop the foundations of a handwriting style which is accurate and efficient. Use a range of small tools with increasing accuracy e.g. scissors.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. | Gross Motor Skills  Progress toward a more fluent style of moving, with developing control and grace.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  PE - Multi-skills  Physical team games in Commando Joe’s (H)  Fine Motor Skills  Continue to develop the foundations of a handwriting style which is accurate and efficient.  Continue to use a range of small tools with increasing accuracy e.g. scissors.  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | | Gross Motor Skills  Combine different movements with ease and fluency.  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination.  Continue to develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions and other disciplines including athletics and swimming.  PE - Athletics and Swimming  Physical team games in Commando Joe’s (G)  Fine Motor Skills  Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.  Show accuracy and care when drawing and colouring.  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | Gross Motor Skills  To move smoothly from one yoga pose to another.  Develop water confidence and build core strength, coordination, balance and agility through regular swimming sessions.  PE - Multi-skills and Swimming  Physical team games in Commando Joe’s (H)  Fine Motor Skills  Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases with ease and comfort.  Continue to show accuracy and care when drawing and colouring.  Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being safe.  Travels with confidence and skill around, under, over and through balancing and climbing equipment. |
| Early Learning Goals | **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. | | | | **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. | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Literacy  Comprehension  Developing a passion for reading | Enjoy sharing books with an adult.  Pay attention and respond to the pictures and words.  Show a preference for a book, song or rhyme.  Develop play around favourite stories using props. | Talk about events and characters in a story read to me.  Join in with rhymes and stories. Fill in missing words from well-known rhymes and stories. | Show interest and answer simple questions about the text.  Use words that are known to check understanding of what has been read.  Invent own stories.  Asks questions about the book. Makes comments and shares own ideas. | | Demonstrate understanding when talking about what has been read.  Repeat words or phrases to check reading.  Anticipates key events in stories.  Innovates stories. | Begin to notice if what has been read makes sense and looks right.  Use knowledge already known to support understanding of reading.  Say rhymes by heart.  Sometimes notices errors.  Know that illustrations can help with understanding. | | Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Draws and writes own stories.  Reviews stories. |
| Phonics and Word Reading  We follow the Read Write Inc programme  Writing | *Early phonics skills consolidation ensuring all children are ready to learn phonics sounds.*  *Phonics sounds: RWI Whole class*  Handle books correctly and follow print left to right, top to bottom.  Locate the title. Recognise words that rhyme.  Enjoys an increasing range of print and digital books, both fiction and non-fiction.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. | *Phonic sounds: RWI*  *Whole class*  *Early phonics skills intervention group ‘My Ultimate Phonological Awareness Programme’*  Segment and blend words orally.  Link sounds to letters.  Begin to blend and segment in order to read vc and cvc words.  Begin to match spoken word to written word.  Describes main story settings, events and principal characters in increasing detail.  Re-enacts and reinvents stories they have hears in their play.  Continues a rhyming string and identifies alliteration.  Hears and says the initial sound in words. | *Phonic sounds: RWI*  *Differentiated groups*  Read some Phase 2 words including some tricky words.  Locate and recall the title.  Read with 1:1 correspondence.  Link all sounds to letters.  Read simple words by segmenting and blending and checking it makes sense.  Knows that information can be retrieved from books, computers and mobile digital devices.  Is able to recall and discuss stories or information that has been read to them, or they have read themselves.  Begins to recognise some written names e.g. of peers, siblings, Mummy and Daddy.  Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. | | *Phonic sounds: RWI*  *Differentiated groups*  Read and understand simple sentences.  Use phonic knowledge to read and decode regular words.  Read all of Phase 2 words and some of Phase 3 words.  Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonetically decodable words and simple sentences.  Begins to link sounds to some frequently used digraphs e.g. sh, th, ee. | *Phonic sounds: RWI*  *Differentiated groups*  Read Phase 3 words – decodable and tricky.  Say a sound for each letter in the alphabet.  Read words consistent with phonic knowledge by sound blending.  Re-read books showing increased fluency and accuracy.  Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. | | *Phonic sounds: RWI*  *Differentiated groups*  Say a sound for at least 10 digraphs.  Continue to develop fluency and accuracy in reading.  Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes. |
| Using dominant hand and developing (pinchy pinchy) tripod grip.  Mark making and giving meaning to marks and labelling.  Write some or all of name.  Writes/marks makes for a purpose in role play eg shopping list.  Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. | Writing lists and letters e.g. letter to Santa.  Writes initial sounds e.g. for character labels.  Gives meaning to marks they make as they draw, write, paint or type using a keyboard or touch-screen technology.  Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.  Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as their own name. | Writing lists, recipes, instructions, captions – hears and writes some sounds in words – initial and final. | | Creating own story maps and write simple sentences to match it. Writing captions and labels.  Writing short phrases e.g. to describe a picture from the Easter story.  Daily ditty writing to match a picture.  Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. | Writing for a purpose using phonetically plausible attempts at words.  Beginning to use finger spaces.  Forms lower case and capital letters correctly.  Writing a recount e.g. of a trip.  Writing a simple poem. | | Writing own stories and innovating familiar stories using a range of tricky words that are spelt correctly.  Beginning to use full stops, capital letters and finger spaces.  Character descriptions. |
| Early Learning Goals | **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. | | | | | | | |
| Maths  White Rose Maths | We use the Mastery approach along with White Rose Maths to ensure that children develop a strong grounding and understanding of number. This will provide children with the building blocks to excel in their mathematical learning. We provide varied opportunities for children to build on and apply their understanding, with plenty of discussion for them to explain their mathematical thinking. We use stem sentences to support children’s learning. Children are encouraged to have a go and have discussions with their peers and adults – ‘I see, I notice, I wonder'. We use rhymes and stories to support their learning. Children become familiar in using a range of manipulatives e.g. 10 frames, numicon, which helps them to explore number, see relationships, make connections and represent their ideas. We also provide rich opportunities for the children to develop their skills in other areas of maths including shape, space and measure e.g. creating a ‘Smoothie Bar’ to practise measuring and weighing.  Comparison  Uses number names and symbols when comparing numbers, showing interest in large numbers.  Estimates the numbers of things, showing understanding of relative size.  Counting  Enjoys reciting numbers from 0-10 (and beyond) and back from 10-0.  Increasingly confident at putting numerals in order 0 to 10 (ordinality).  Cardinality  Engages in subitising numbers to four and maybe five.  Counts out up to 10 objects from a larger group.  Matches the numeral with a group of items to show how many there are (up to 10).  Composition  Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.  Begins to conceptually subitise larger numbers by subitising smaller groups within the number e.g. sees six raisins on a plate as three and three.  In practical activities, adds one and subtracts one with numbers to 10.  Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and ‘+’ or ‘-’.  Spatial awareness  Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.  Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).  May enjoy making simple maps of familiar and imaginative environments, with landmarks.  Shape  Uses informal language and analogies (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.  Enjoys comprising and decomposing shapes, leaning which shapes combine to make other shapes.  Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.  Pattern  Spots patterns in the environment, beginning to identify the pattern ‘rule’.  Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.  Measures  Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.  Becomes familiar with measuring tools in everyday experiences and play.  Is increasingly able to order and sequence events using everyday language related to time.  Beginning to experience measuring time with timers and calendars. | | | | | | | |
| Key times of day. Class routines.  Positional Language.  Match, sort and compare amounts.  Counting, representing, comparing, composition of numbers 1, 2, 3, 4, 5  Compare size, mass, capacity  Explore and make patterns | Counting, representing, comparing, composition of numbers 1, 2,3, 4, 5, 6, 7, 8  Money  Time  Shape  Subitising  Early doubling  Spatial reasoning | Counting, representing, comparing, composition of numbers 5, 6, 7, 8, 9  Money  Time  Shape  Early doubling  Subitising | | Counting, representing, comparing, composition of numbers 7, 8, 9 ,10  Halving  Doubling  Sharing  Subitising  Spatial reasoning | Counting, representing, comparing, composition of numbers 10,11,12, 13, 14, 15  Doubling  Halving  Sharing  Subitising  Spatial reasoning  Money, Time, Shape  Further develop repeating patterns. | | Automatically recall number bonds for numbers 0-10.  Counting, representing, comparing, composition of numbers 16, 17, 18, 19, 20 (and beyond if appropriate)  Subitising  Doubling, sharing, grouping, halving.  Even and odd.  Money, time, shape  Spatial reasoning |
| Early Learning Goals | **Number**  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | | | |
| 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. | | | | | | | | |
| Talk about members of their immediate family and community.  Talk about the lives of people around them and their roles in society.  Name and describe people who are familiar to them.  Understand that some places are special to members of their community.  Know some similarities and differences between in the past and now.  Explore the natural world around them.., making observations and drawing pictures of animals and plants and important changes and seasons.  Talks about the features of their own immediate environment and how environments might vary from one another.  Knows that other children do not always enjoy the same things and is sensitive to this. | Recognise that people have different beliefs and celebrate special times in different ways.  e.g. Christmas around the world and other religious festivals.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  e.g. Winter approaching, changing weather and what happens when it gets colder.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  Explore how things work.  Talks about past and present events in their own life and in the lives of family members. | Continue to recognise that people have different beliefs and celebrate special times in different ways.  e.g. New Year and Chinese New Year.  Recognise some environments that are different to the one in which they live.  Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. e.g. Different between night and day, nocturnal animals  Understand the important processes and changes in the natural world around them, including seasons and changing states of matter. e.g. Moon, sun and space.  Knows about similarities and differences in relation to places, objects, materials and living things. | | Describe immediate environments.  Explore similarities and differences between the natural world around them and contrasting environments. E.g. The environment when dinosaurs existed, volcanoes.  Explore the natural world around them.  Understand the past through settings, characters and events encountered in books read in class and storytelling. e.g. Discovering dinosaurs through fiction and non-fiction.  Looks closely at similarities, differences, patterns and change in nature. | Understand the important processes and changes in the natural world around them. E.g. Planting and looking after flowers and vegetables.  Understand the key features of the life cycle of a plant and an animal.  Recognise and explain some similarities and differences between life in this country and life in other countries.  Makes observations of animals and plants and explains why some things occur and talks about changes. | | Draw information from a simple map.  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  Begin to understand the need to respect and care for the natural environment and all living things.  Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. | |
| Early Learning Goals | **Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in  books read in class and storytelling. | | | **People, Culture and Communities**  Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps.Know some similarities and differences between different religious and cultural  communities in this country, drawing on their experiences and what has been  read in class.  Explain some similarities and differences between life in this country and life in  other countries, drawing on knowledge from stories, non-fiction texts and –  when appropriate – maps. | | | **The Natural World**  Explore the natural world around them, making observations and drawing  pictures of animals and plants.  Know some similarities and differences between the natural world around them  and contrasting environments, drawing on their experiences and what has  been read in class.  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter. | | |
| Expressive Art and Design | The development of children’s artistic and cultural awareness supports their imagination and creativity. 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. | | | | | | | | |
| Develop storylines in pretend play, using class texts as a stimulus.  Begin to explore and engage in music making and dance, performing solo or in groups, following the Charanga music scheme for reception.  Introduces a storyline or narrative into their play.  Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes | Sing in a group or on their own, increasingly matching the pitch and following the melody. Practice in a group for a Christmas performance.  Begins to build a collection of songs and dances.  Creates representations of both imaginary and real-life ideas, events, people and objects.  Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.  Start to develop their own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding. | Make use of props and materials when role playing characters in narratives and stories, such as being astronauts or different nocturnal animals.  Return to and build on previous learning, refining ideas and developing their ability to represent them.  Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.  Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping | | Create collaboratively sharing ideas, resources and skills. E.g Making a giant volcano as a class, decorating eggs for Easter.  Continue to sing a range of nursery rhymes and songs Design and plan an Easter Graden in RE.  Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.  Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth | Listen attentively, move to and talk about music, expressing their feelings and responses.  Continue to invent, adapt and recount narratives and stories with peers and adults.  Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. | | Perform songs, rhymes, poems and stories.  Watch and talk about dance and performance art, expressing their feelings and responses.  Share their creations, explaining the process they have used.  Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. | |
| Key Artists/skills development | Van Gogh – how to paint a starry night  Getting to know chn’s skills & where the gaps are  Self-portraits using paint – early colouring mixing  Manipulating playdough | Henri Matisse – cutting skills  Making own playdough and manipulating playdough  Developing skills to join materials – flange, slots e.g. for turrets on a castle |  | |  |  | |  | |
| Early Learning Goals | **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. | | | | | | | | |