

Reception Curriculum Overview/Long Term Plan 2024-2025

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Marvellous Me!  | Let's Celebrate!  | Around the world!  | Once upon a time...  | Growing  | Fun at the Seaside!  |
| Focus topics | Starting School Ourselves How have I changed? What am I good at? Families Being Kind | Celebrations Light and Dark Autumn | Winter Polar regions Climates Contrasting environments Hibernation Where do you live? Space | Little Red Riding Hood Signs of Spring Fantasy creatures The Great Outdoors | Farm Healthy Eating Growing Life Cycles Animals around the world Animal patterns Habitats Occupations | Underwater worlds Travel Transport Marine life Seaside Recycling |
| 'Wow' moments / Key Events | Transition Birthdays Harvest | Remembrance Day Autumn Trail Hibernation Diwali Guy Fawkes/Bonfire Night Nativity/Christmas | Winter Walk Chinese New Year (29 th Jan 2025) Food tasting – different cultures Safer Internet Day | World Book Day Mother's Day Easter Easter Egg Hunt | St George's Day Caterpillar transformation Minibeast Hunt Growing seeds | Aquarium visit Transition Healthy Eating Week World Environment Day- Recycling Sports Day Picnic Day |
| Texts -other texts will also be used when appropriate. | The Colour Monster The Colour Monster Starts School The Pirates Next Door Cops and Robbers The Leaf Thief Zog and the Flying Doctors Supertato Aliens Love Underpants Pete the Cat | The Best Diwali Ever The Perfect Fit One Snowy Night The Jolly Christmas Postman The Lost Acorns | Chinese New Year stories Handa's Surprise. The Journey Lost & Found The Man on the Moon How to Catch a Star The Sea of Tranquillity Peace At Last Whatever Next | A Little Bit Brave Mr Wolf's Pancakes The Easter Story Zog The Jolly Postman The Three Billy Goats Gruff The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man etc We're Going on an Easter Egg Hunt The Easter Story | The Very Hungry Caterpillar Argh Spider! Diary of a Wombat What the Ladybird Heard The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Camille and the Sunflowers. | The Snail and the Whale Someone Swallowed Stanley The Girl and the Dinosaur The Lighthouse Keepers Lunch Tom and the Island of Dinosaurs. Commotion in the Ocean. The Night Pirates Tiddler Snail on the Whale Sharing A shell Mr Gumpy's Motor Car The Rainbow Fish |
| Literacy - Comprehension | Listening to stories. 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. | Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. <i>Actions to retell the story.</i> <i>Story Maps.</i> | Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play. | Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 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. <i>World Book Day Activities.</i> | Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions <i>Information leaflets about animals in the garden/plants and growing.</i> <i>Timeline of how plants grow.</i> | Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. 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. Fiction and Non- Fiction: Beginning to 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. |
| Literacy - Word Reading | Linking sounds to letters. Twinkl Phonics: Level 1/2 Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the | Begin to read words by sound-blending. Twinkl Phonics: Level 2/3 Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that | Introducing digraphs. Twinkl Phonics: Level 3 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with | Begin to read simple sentences. Twinkl Phonics: Level 3 Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some | Read and understand simple sentences. Twinkl Phonics: Level 3/4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital | Reading and understanding sentences with fluency including some common exception words. Twinkl Phonics: Level 3/4 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC |

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| | sounds speedily. Ensure books are consistent with their developing phonic knowledge. | print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. | letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. | longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. | letters and lower case letters. | words confidently. 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. |
| Literacy – Writing | Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation. | Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. | Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a storyboard. Practising correct letter formation. | Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation. | Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation. | Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. 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. |
| Mathematics | Mathematical experiences: Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Getting to know you (3 weeks - baseline) • Establish maths through routines (tens frames, calendar activities) Match, Sort & Compare (2 weeks) • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts Talk about measure and patterns (2 weeks) • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns Create simple patterns | It's Me 1, 2, 3 (2 weeks) • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 Circles and triangles (1 week) • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position 1, 2, 3, 4, 5 (2 weeks) • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 Shapes with 4 sides (1 week) • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night | Alive in 5 (2 weeks) • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 Mass and Capacity (1 week) • Compare mass • Find a balance • Explore capacity • Compare capacity Growing 6, 7, 8 (2 weeks) • Find 6, 7 and 8 • Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising Length, Height and Time (1 week) • Explore length • Compare length • Explore height • Compare height • Talk about time | Building 9 and 10 (3 weeks) • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd Explore 3D shapes (2 weeks) • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns Patterns in the environment To 20 and beyond (1 week) • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns | To 20 and beyond (1 week) • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns How many now? (1 week) • Add more • How many did I add? • Take away • How many did I take away? Manipulate, compose and decompose (2 weeks) • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures Find 2D shapes within 3D shapes | Sharing and grouping (2 weeks) • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles Visualise, build and map (3 weeks) • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations Make connections (1 week) • Deepen understanding Patterns and relationships |

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| | | | Order and sequence time | | | |
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| Communication and Language | Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions. | | | | | |
| | Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Individual speech assessment. | Links to festivals children’s experiences, talking about shared experiences. Songs –Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news. | Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news. | Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news. | Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news. | Able to talk about own abilities in positive way. 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. Holding conversation in back and forth exchanges with adults 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 and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses. |
| Physical Development | Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. | Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes. | Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance. | Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. | Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. | Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance 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: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. | Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym 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. | Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym 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. | Fine Motor: Daily name/CVC/Sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. | Fine Motor: Daily name/CVC/Sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym 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/circle. | Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture. Draw recognisable pictures. Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. |

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| | | | | | | Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. |
| Personal, Social and Emotional Development | <p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>*Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions.</p> <p>* Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p> | | | | | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Taking part in sports day. Winning and losing. Changing me - Look how far I've come!</p> |
| | <p>Managing Self:</p> <p>See themselves as a valuable individual. Class Rule Rules and Routines. Supporting children to build relationships.</p> | <p>Managing Self:</p> <p>How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> | <p>Managing Self:</p> <p>Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p> | <p>Managing Self:</p> <p>Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> | <p>Managing Self:</p> <p>Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> | <p>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.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> |
| | <p>Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p> | | | | | <p>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.</p> |
| JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 –Our Rights Piece 6 – Our Responsibilities | JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself | JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony | JIGSAW: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger | JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be | JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration | |
| Understanding the World | <p>Focus Learning Challenge Units.</p> <p>History: Who is my family? Have toys always been the same? Who do we know who is famous?</p> | | <p>Geography: What is a country and why is there so many of them? How will I know my way around? Why is our world amazing?</p> | <p>Communities: What job will I do when I'm older? Why do we celebrate differently? What is that special building for?</p> | <p>Science: How do things grow from seeds? How many creatures are on our Earth? What can I feel, taste, hear and smell? Understand the effects of seasonal change.</p> | |

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| <p>Understanding the World</p> | <p>Past and Present</p> <p>Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.</p> <p>People, Culture and Communities</p> <p>Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit. Finding out about different jobs- police, nurses.</p> | <p>Past and Present</p> <p>Links to festivals: Bonfire night, Christmas. Discuss photos of firefighters in the past.</p> <p>People, Culture and Communities</p> <p>Links to festivals: Bonfire night, Diwali, Christmas Role play – Christmas home scene. Cultural Events –Bonfire Night, Remembrance Sunday, Christmas, Diwali. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> | <p>Past and Present</p> <p>Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past.</p> <p>People, Culture and Communities</p> <p>Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring local area/Africa/Polar regions. Significant cultural events: Pancake Day, Easter, Mother’s Day</p> | <p>Past and Present</p> <p>Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Knights and Princesses in the castle. Understanding the past through stories and storytelling.</p> <p>People, Culture and Communities</p> <p>Maps of Little Red Hen’s farmyard. Maps of Little Red Riding Hood’s journey through the wood. Developing maps of the outdoor area.</p> | <p>Past and Present</p> <p>Looking at photos of occupations past and present. Discussing how they have changed. How do we know it’s an old photo?</p> <p>People, Culture and Communities</p> <p>Describing the farm environment and what the animals’ needs are. Exploring the difference between life in towns/cities to life on a farm.</p> | <p>Past and Present</p> <p>Exploring the seaside now and in the past. 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> <p>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> |
| <p>Understanding the World</p> | <p>The Natural World</p> <p>Exploring the natural world around the outdoor area. Describing what they see, hear and feel outside.</p> | <p>The Natural World</p> <p>Exploring light and dark. How can we see in the dark? Seasons – Autumn – differences and changes over time – weather, animals and plants. Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p> | <p>The Natural World</p> <p>Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non-fiction arctic environment and animals. Comparing the Antarctica to their local environment – small world role-play.</p> | <p>The Natural World</p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> | <p>The Natural World</p> <p>Care and concern for living things. Planting Sunflowers, beans and other flowers. Role-play: garden centre. Observing minibeasts. Looking after the caterpillars.</p> | <p>The Natural World</p> <p>Exploring the differences between land and water. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. 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.</p> |

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| | | | | | | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
| <p>Expressive Arts and Design</p> | <p>Creating with Materials: Self portraits Draw people of different sizes Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours- using the 3 primary colours make new colours, including lighter and darker.</p> <p>Exploring textures.</p> <p>Joining materials- different glues.</p> <p>Cooking- make a fruit crumble.</p> <p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Harvest songs.</p> <p>Role-play – home corner.</p> <p>Small world play</p> | <p>Creating with Materials: Linking colours to festivals. Firework pictures. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p> <p>Artist Study Mondrian, Kandinsky</p> <p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Christmas songs.</p> <p>Performing the Nativity.</p> <p>Role-play – home corner (enhanced with Christmas)</p> | <p>Creating with Materials: Winter pictures and scenes. Chinese New Year - lanterns Rocket models.</p> <p>Cooking- Rock Buns</p> <p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Winter songs.</p> <p>Role-play – the arctic.</p> <p>Small world - arctic explorer.</p> <p>Chinese New Year songs.</p> | <p>Creating with Materials: Spring pictures. Flower artwork. Artist Study Van Gogh</p> <p>Cooking- Easter Chocolate Nests</p> <p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Easter songs.</p> <p>Role-play – Once upon a time storytelling.</p> <p>Small world – Castles and Dragons.</p> | <p>Creating with Materials: Farm pictures Healthy Eating collages.</p> <p>Cooking- Fruit salad, bread</p> <p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Spring songs.</p> <p>Role-play – farm shop/garden centre.</p> <p>Small world play – farmyards.</p> | <p>Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Clay sea animals</p> <p>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.</p> <p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Seaside/Sea songs.</p> <p>Role-play – under the sea.</p> <p>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.</p> |
| <p>RE</p> | <p>Why am I special to God? Why is God so important to Christians?</p> <ul style="list-style-type: none"> Introduce Prayer Station & this terms value- Trust & Friendship- complete a 'Thank you for being a friend' paper people chain. What makes us special- Story- 'All are special'- look at baby photos & more recent photo- how have they changed? Create self portraits for display. Understanding who God is- Read 'God is the giver of life' & listen to the Lords Prayer. Decorate GOD lettering to show how he is special. Understand why God loves & cares for everyone. Read- 'Guess How Much I love | <p>What is a celebration?</p> <ul style="list-style-type: none"> Introduce this terms value- Generosity. Discuss what they know about celebrations. I can understand why Christmas is a n important celebration for Christians- read 'Christmas story' & discuss. Re-read Christmas story & create picture to represent the story. Talk about why we do a Christmas play- tells the story of Jesus' birth. | <p>What is a special place?</p> <ul style="list-style-type: none"> Introduce this terms value- Compassion. Discuss what they understand as a 'special place'. Look at different 'special places', include different places of worship, school, playground etc. Draw their own 'special place'. Our school is special- what makes it special? Special places in the community. Look at pictures of different places in the community and think about why they are special. Understanding why a church is a special place- visit to Boltongate church. Share why a church is a | <p>Why is Jesus special?</p> <ul style="list-style-type: none"> Introduce this terms value- Justice. Think about their own special things- how would they feel if they lost them? Read the parable of the lost sheep & discuss how Jesus cared for all his sheep, even those who were lost. How does God feel towards us? What made Jesus a 'special' child? Read Jesus lost in the temple. How were Mary & Joseph feeling when he was lost? Why was he teaching in the temple? - Son of God. Read 'Feeding of the 5000' Discuss miracles | <p>What are special stories for Christians?</p> <ul style="list-style-type: none"> Introduce this terms value- Courage. The Good Samaritan- ways to be kind. Jonah and the whale – importance of listening. The wise man and the foolish man- friendships need strong foundations- think about important things friendships need. Children's favourite parable. | <p>How do we look after our world?</p> <ul style="list-style-type: none"> Introduce this terms value- Truth & Wisdom. Think about what is important where we live. Why is the world wonderful- creation story. How can we care for our world? |

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| | <p>You' –Q: What is love? Who do you love? Link to Gods love. Read story of Jesus choosing his disciples. Q: How would it feel to be Gods friend?</p> <ul style="list-style-type: none"> Understanding belonging- Part of Gods family. Read 'Opening up belonging'- www.retoday.org.uk Share who are in our families. Draw pictures of their family. | | <p>special place for Christians.</p> <ul style="list-style-type: none"> What might we find in a church? Make stain glass windows. | | | |
| <p>SMSC British Values</p> | <p>Mutual respect. We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> | <p>Mutual Tolerance. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> | <p>Rule of law. We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> | <p>Individual liberty. We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> | <p>Democracy. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> | <p>British Values. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> |

Early Learning Goals – for the end of the year.

| Communication and Language | Personal, social, emotional development | Physical Development | Literacy | Maths | Understanding the World | Expressive arts and design |
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| <p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p> | <p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules,</p> | <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors,</p> | <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent</p> | <p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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> <p>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and</p> | <p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country</p> | <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p> |

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| <p>introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p> | <p>know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>how quantities can be distributed equally.</p> | <p>and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | |
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