









EYFS Long Term Planning 2023-2024 - Reception

Topic Cycle 2023-2024

| Length of half term | Autumn 1 8 Weeks | Autumn 2 7 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 7 weeks |
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| <p>*Topics are subject to change due to children's interests and flexibility within the Curriculum.</p> | <p>Myself and My World.</p>  | <p>Falling from the Sky</p>  | <p>Once upon a time</p>  | <p>Walk on the Wild Side</p>  | <p>Land Before Time</p>  | <p>Blue Planet</p>  |
| <p>Know, do and understand</p> | <p>Throughout this topic, children will share what they know about themselves and their families. They will compare what makes them similar and different to their friends. Following this we will explore transport and the different ways we can travel around the world, exploring different countries and occupations.</p> | <p>Children will know the seasons of Autumn and Winter. They will observe the changes in the environment and explore the different natural materials that occur throughout these seasons. They will learn about and create habitats and understand why some animals hibernate.</p> | <p>Children will explore a variety of traditional tales. Throughout this topic we will develop imagination and storytelling ability. We will take part in first hand experiences baking, planting and crafting to instil a love of reading. We will understand how stories are structured as we explore each story.</p> | <p>Children will learn all about all of the wonderful creatures that inhabit our world. Beginning with looking at bee's and their important job pollinating the plants then moving onto the bigger creatures and the habitats in which they live. We will then explore the impact of our lifestyles, looking at deforestation and pollution.</p> | <p>Children will be inspired to join in and use language to describe and identify dinosaurs. They will do this through investigating fossils and footprints as well as reading books. They will investigate what dinosaurs ate and develop understanding of past and present times.</p> | <p>Children will enter this topic as pirates exploring the sea. Discovering the wonders of our oceans, the animals that live inside it and the damage that plastic pollution is causing to them.</p> |

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| <p>Vocabulary</p> <p>Tier 1: Everyday language</p> <p>Tier 2: High frequency</p> <p>Tier 3: Low frequency</p> | <p>Tier 1: family mum dad brother sister car bus tram train aeroplane bike house street building city town shop village world fast slow</p> <p>Tier 2: country explore journey travel holiday passenger ticket passport recycling truck emergency vehicles petrol land air water</p> <p>Tier 3: tourism vacation currency transport voyage location navigates engine radar runway control tower</p> | <p>Tier 1: autumn winter leaves trees brown red orange pumpkin acorn sunflower scarecrow cloud rain wind snow ice squirrel owl bear hedgehog nuts chestnut mushroom conker snowflake</p> <p>Tier 2: seasons months weather nature spiky crunch rustle crumble blustery foliage icicles freeze</p> <p>Tier 3: equinox migration hibernation nocturnal festival harvest habitat ripen temperature degrees thermometer</p> | <p>Tier 1: castle harp giant wolf leaf flower woods cottage forest dragon tower palace spell knight prince princess king queen witch wizard</p> <p>Tier 2: author illustrator fairy-tale wander wicked magical carriage potion good evil kingdom stem root</p> <p>Tier 3: hero villain plot setting character enchanted moat gatehouse fantasy escape imagination</p> | <p>Tier 1: warm wet muddy trees leaves lion tiger bear elephant monkey bear sloth butterfly snake frog bird spider</p> <p>Tier 2: bamboo vines river waterfall shrub emergent understory forest floor canopy layer lifecycle</p> <p>Tier 3: oxygen pollenate habitat equator tropic ecosystem equator camouflage deforestation endangered preserve climate pollution</p> | <p>Tier 1: dinosaur bones skull claws scales wings feathers horns tail wings teeth skeleton footprint eggs hatch huge volcano</p> <p>Tier 2: fossil ferocious tyrannosaurus rex triceratops brachiosaurus pterodactyl stegosaurus</p> <p>Tier 3: palaeontologist prehistoric Jurassic predator extinct carnivore herbivore omnivore meteorite</p> | <p>Tier 1: sea sand ocean beach island shells waves rock pools fish crab turtle octopus starfish dolphin jellyfish shark pirates ship treasure shore</p> <p>Tier 2: tide coral submarine shipwreck oyster pearl scuba diver lighthouse</p> <p>Tier 3: anemone plastic pollution buoy curreant tsunami pressure oxygen sunlight twilight midnight abyss trenches zones</p> |
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| <p>Inquiry Questions</p> | <p>Who is in your family? Can you name parts of the body? Can you talk about things you like as well as don't like? Can you talk about how you have changed since you were a baby? How have vehicles changed? How do people use different vehicles?</p> | <p>Can you use your senses to explore the world? How do climates differ? Why do changes in weather happen? How do people make changes to the environment? How do animals care for themselves and their young in cold weather?</p> | <p>How are these story settings similar/different? Can you explain whether this character is good or evil? Can you name and label the parts of the plant? Can you retell the story in your own way?</p> | <p>Why are bees important? What is pollination? Can you name the layers of the rainforest? Which animals live in the layers of the rainforest? Which animals are becoming endangered? How can we help the animals?</p> | <p>When and how did dinosaurs live? What did dinosaurs eat? What do fossils teach us about animals that once lived on this planet? How have animals changed over millions of years? Why did the dinosaurs become extinct?</p> | <p>Can you name and label the layers of the ocean? Which animals live in each layer? How has the ocean changed over time? Why have these changes taken place? What can we do to help save the sea creatures?</p> |
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| Festivals and Cultural Events | Baseline | Remembrance day 11 th November Ant bullying week 13 th -17 th November Black History Month October | Internet safety day 6 th February Chinese new year 10 th February Celebrate Me Week Internet Safety Week | 7 th March World Bok Day. British Science week 8-17 th March Holi festival 24 th March Mother's Day Holy Week Easter | Mental Health Awareness week 13 th -20 th May | Sports day Father's Day |
| WOW moments Visitors/Educational Visits and what children will work towards | -Visit from an air steward -Walk around the local area | Decorating the school with poppies and taking part in Remembrance Day. Children will create a habitat for an animal to hibernate in. Anti-bullying week Winter Fayre Enterprise Week -Making Pumpkin soup. -Nativity -Christmas fair Visit to Clumber Park | -PJ day. Children to come into school in their PJ's brining their favourite book and Teddy. To promote a love of reading in school. Doncaster Story Telling Festival (Virtual event) -Chinese new year party. Eating Chinese food, making crafts and learning about the holiday. Visit from school dentist | Hatching chicks in class (Easter topic) Petting zoo to visit school Visit to The Yorkshire Wildlife Park | Early Years Dinosaurs Workshop Finding a dinosaur egg in the school playground. | Pirate day Parent activity: boat building competition. Transition Day Visit to the deep |

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| <p>Parental engagement</p> | <p>Updating website with topic newsletters to ensure parents know what their child is learning</p> <p>Proud clouds sent home weekly with homework for parents to fill in. To celebrate children's achievements at home.</p> <p>Star of the day slips sent home with messages for parents on children's achievements.</p> <p>Parents invited to join walk around the local area/bus/train trip.</p> <p>Half Termly Meeting with parent's afterschool. Go through what children are learning and how parents can support them at home.</p> <p>Phonics workshop.</p> | <p>Parent's Invited to school to watch the nativity</p> <p>Parent evenings meeting with parent's afterschool to discuss what children are learning and how parents can support them at home.</p> <p>Updating website with topic newsletters to ensure parents know what their child is learning</p> <p>Parents are invited to wreath making workshop.</p> | <p>Half Termly Meeting with parent's afterschool. Go through what children are learning and how parents can support them at home.</p> <p>Updating website with topic newsletters to ensure parents know what their child is learning</p> <p>Parents invited into Class x1 morning a week before the register to read traditional tales books with the children.</p> <p>Parents invited to join in red riding hoods picnic.</p> <p>Half termly reports sent home to updated parents on their child's progress.</p> <p>Phonics workshop.</p> | <p>Parents invited into school for RE Easter sessions.</p> <p>Parent evenings meeting with parent's afterschool to discuss what children are learning and how parents can support them at home.</p> <p>Updating website with topic newsletters to ensure parents know what their child is learning.</p> | <p>Parents invited into Class x1 morning a week before the register to read books with the children.</p> <p>Phonics workshop.</p> <p>Parents invited to join/observe a phonics session.</p> <p>Parents invited to join a Pentecost RE session.</p> | <p>Reports sent to parents</p> <p>School Sports day.</p> <p>Boat building. Crafting activity in the hall. Parents invited to work with children to create the best boat.</p> <p>Parents are invited to end of year graduation.</p> |
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Prime Areas of Learning

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| <p>Communication and Language</p> | <p>Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understands why questions. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Enjoys and engage in story times by asking and answering questions. Listen to new vocabulary taught during story time.</p> | <p>Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> | <p>Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Listening, Attention and Understanding Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Continue to retell key stories.</p> | <p>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</p> | <p>Listening, Attention and Understanding 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.</p> |
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| | <p>Speaking Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns Use talk in a range of play situations.</p> | <p>Speaking Articulate ideas and thoughts in well-formed sentences. Ask questions to find out more and to check they understand what has been said to them.</p> | <p>Speaking Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.</p> | <p>Speaking Use talk to help work out problems and organise thinking and activities, and to explain how things work and why things might happen</p> | <p>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.</p> | <p>Speaking 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> |
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| <p>Personal, Social and Emotional Development</p> | <p>Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Following instructions involving several ideas or actions: putting away our belongings, learning which colour group they are in. My Feelings</p> | <p>Self-Regulation Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others. (Discuss how animals feel when foraging for food for hibernation)</p> | <p>Self-Regulation Talk with others to solve conflicts. Become more independent with their learning, learning strategies to help themselves. (Talk about the good and bad characters in traditional tales)</p> | <p>Self-Regulation Show resilience and perseverance in the face of challenge. Learn strategies that help us to regulate our emotions. (Handling/caring for animals at the YWP).</p> | <p>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.</p> | <p>Self-Regulation 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. (Sports Day/Teddy Bears Picnic/Trip to The Deep) (Transition)</p> |
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| <p>Managing self Become more outgoing with unfamiliar people and show more confidence in new social situations. Be increasingly independent in meeting their own care needs eg using the toilet, washing and drying hands thoroughly. My Feelings Healthy Eating Handwashing Taking care of my body and being a safe pedestrian.</p> | <p>Managing self Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently. Learn how to use a knife and fork. Talk about safety for people and animals on bonfire night.</p> | <p>Managing self See themselves as a valuable individual. Select and use activities and resources to achieve a goal (with help when needed). Know and talk about different factors that support their overall health and wellbeing</p> | <p>Managing self Shows understanding that good practices with regards to exercise, eating, drinking can contribute to good health. Show resilience and perseverance in the face of challenge. Know and talk about different factors that support their overall health and wellbeing.</p> | <p>Managing self Learn to recognise their likes/dislikes and feel empowered to make real, informed choices. Know and understand that we all have different likes and dislikes. Understand my rights and responsibilities and learn about the concept of privacy.</p> | <p>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 (Sports Day/Teddy Bears Picnic/School Trip/Transition Day)</p> |
| <p>Building Relationships Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community (Weekly Virtue). (People Who Help Us/People Who are special to us)</p> | <p>Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Learn about charity and helping others (Children in Need).</p> | <p>Building Relationships Help to find solutions to conflicts and rivalries. Build constructive and respectful relationships. Identify special people in our lives, what makes them special, and how special people care for one another</p> | <p>Building Relationships Recognise that there are similarities and differences between everyone and celebrate this. Handling/caring for ducklings Mother's Day</p> | <p>Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> | <p>Building Relationships Show sensitivity to their own and to others' needs. Father's Day (Transition)</p> |

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| Physical development | <p>Gross Motor Skills Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene. Develop their core strength to achieve a good posture when sitting at a table or on the floor. Handwashing when coming from outside or before eating snack.</p> <p>PE: Foundation Unit Scotties Heroes</p> | <p>Gross Motor Skills Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing. Know and talk about different factors that support their overall health and wellbeing.</p> <p>PE: Foundation Unit Scotties Heroes</p> | <p>Gross Motor Skills Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing (Visit from dentist); Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE: Foundation Unit Scotties Heroes</p> | <p>Gross Motor Skills Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and yoga</p> <p>PE: Foundation Unit Scotties Heroes</p> | <p>Gross Motor Skills Know and talk about different factors that support their overall health and wellbeing; sensible amounts of screen time; good sleep routine; Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming.</p> <p>PE: Foundation Unit Scotties Heroes</p> | <p>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.</p> <p>PE: Foundation Unit Scotties Heroes</p> |
| | <p>Fine Motor Skills. Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.</p> | <p>Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> | <p>Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes.</p> | <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing.</p> | <p>Fine Motor Skills Use the tripod grip in almost all cases when using writing equipment.</p> | <p>Fine Motor Skills Begin to show accuracy and care when drawing and writing.</p> |

Specific Areas of Learning

Literacy

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| <p>Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Rhyming strings. Retelling stories discussed during literacy and story time.</p> | <p>Comprehension Engage in extended conversations about stories, learning new vocabulary. Bonfire Night poetry. Retelling stories discussed during literacy and story time.</p> | <p>Comprehension Talk about and explain their understanding of stories they have read and/or are read to them. Make predictions about what might happen next. Retelling stories discussed during literacy and story time.</p> | <p>Comprehension Develop an understanding of storytelling vocabulary, what characters, setting, events are. Talk about why things happen, how characters might feel, how things could have happened differently.</p> | <p>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. Learning poetry and songs using 'call and response'</p> | <p>Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Learning poetry and songs using 'call and response'</p> |
| <p>Word Reading . Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Develop phonological awareness to spot and suggest rhymes, count or</p> | <p>Word Reading Read individual letters by saying sounds for them. Blend sounds into words, so they can read short words made up of known letter sound correspondences. Read a few common exception words. Role play words</p> <p>Phonics By the end of autumn 2, children in</p> | <p>Word Reading Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read some letter groups that represent one sound. Reading instructions.</p> <p>Phonics By the end of spring 1 children in reception will blend sounds to read words Read short Ditty stories</p> | <p>Word Reading Read common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. World Book Day. Reading story-telling vocabulary.</p> | <p>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.</p> <p>Phonics By the end of spring 2, children in reception will read green storybooks and read 4 double consonants</p> | <p>Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Reading questions.</p> <p>Phonics By the end of spring 2, children in reception will read green storybooks and read first 6 Set 2 sounds</p> |

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| <p>clap syllables in a word</p> <p>Phonics By the end of autumn 1, children in reception will read single-letter Set 1 sounds (first 16)</p> | <p>reception will read all Set 1 single letter sounds and blend sounds into words orally</p> | | <p>Phonics By the end of spring 2, children in reception will read red storybooks and read Set 1 Special Friends</p> | | |
| <p>Writing Write some or all of their name. Write some letters accurately. Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Name writing</p> | <p>Writing Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Name writing</p> | <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. Begin to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Spell some common exception words. Form capital letters correctly. Handwriting</p> | <p>Writing Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form capital letters correctly. Spell some common exception words. Handwriting</p> | <p>Writing Write longer sentences and stories with words with known sound-letter correspondences and some common exception words, using a capital letter and full stop. Re-read what they have written to check that it makes sense. Handwriting</p> | <p>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. Handwriting</p> |

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| <p>Key Texts The Great Big Book of Families</p> <p>We All Go Travelling By</p> <p>The Magic Train Ride</p> <p>Book work Attempt to label the people in their families. Attempt to label vehicles and the sounds they make. Children design their own magic train ride ticket.</p> | <p>Key Texts Pumpkin Soup</p> <p>Fletcher and the Falling Leaves</p> <p>Sleep Big Bear Sleep</p> <p>Stick Man</p> <p>Book work Recipe writing for pumpkin soup. Writing lists of signs of autumn/winter depending on weather. Design hibernation dens and label materials.</p> | <p>Key Texts Jack and the Beanstalk</p> <p>The Three Little Pigs</p> <p>The Gingerbread Man</p> <p>Book work Instructions Bean diary Labelling characters Speech bubbles from repeated text in stories</p> | <p>Key Texts Bees Are Our Friends</p> <p>Monkey Puzzle</p> <p>There's a Rang-tan in my Bedroom</p> <p>Book work Children imagine fluttering around the garden and writing what they can see. Write descriptive sentences to help baby monkey find her mum Write signs to campaign against deforestation</p> | <p>Key Texts Mad About Dinosaurs</p> <p>Dinosaurs love underpants</p> <p>The Girl and the Dinosaur</p> <p>Fossil by Fossil</p> <p>Book work Rhyming words Descriptive sentences about dinosaurs Dinosaur fact files Sentences about which magical world of dinosaurs they would visit.</p> | <p>Key Texts The Night pirates</p> <p>The coral kingdom</p> <p>The storm whale</p> <p>Somebody swallowed Stanley.</p> <p>Book work Diary about Tom's adventures with the pirates Descriptive sentences about the coral reef Newspaper articles about plastic pollution and coral bleaching. Instruction about caring for sea creatures</p> |
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| Mathematics | <p>Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.</p> | <p>Number They will begin to recognise different representations of numbers up to 5, such as those shown in a five frame, dice and to understand that even if the order or arrangement changes the number stays the same. Use part-whole models to represent two groups and the bonds to 5.</p> | <p>Number Begin to subitise (recognise quantities without counting) up to 5. Explore the composition of numbers to 10. Experiment with their own symbols and marks as well as numerals. Represent numbers using concrete and pictorial representations Explore the concept of addition as the combining of two parts into a whole using the vocabulary of altogether.</p> | <p>Number Using ten frame and counters, and the part whole model to explore the concept of number bonds to 10. Begin to work with subtraction number bonds, following the missing part structure.</p> | <p>Number Explore addition and subtraction through counting on and counting back using a number track. Explore numbers from 10-20. Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5.</p> | <p>Number 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>Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'.</p> | <p>Numerical Patterns Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Learn how to find one more and one less than a number within 5 in the context of a first, then, now story. Talk about patterns in environment and continue copy and create repeating patterns.</p> | <p>Numerical Patterns Count verbally beyond 20. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Identify more or less than a number up to 10.</p> | <p>Numerical Patterns exploring the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller</p> | <p>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.</p> | <p>Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Compare weight, volume and capacity.</p> |

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| Compare objects: length & size | | | shapes. Compare height. | | |
| <p>Ark Maths <u>Pattern and Early Number</u></p> <ul style="list-style-type: none"> Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting <p>Vocabulary count, describe, pattern, first, second, third, before, after, next, same, different, compare, guess</p> | <p>Ark Maths <u>Measure</u></p> <ul style="list-style-type: none"> Estimate, order compare, discuss and explore capacity, weight and lengths <p><u>Shapes and Sorting</u></p> <ul style="list-style-type: none"> Describe, and sort 3- D shapes Describe position accurately <p>Vocabulary compare, capacity, cube, cuboid, cylinder, sphere, cone, 2D, 3D, square, triangle, circle, rectangle, pentagon straight, describe, curved, flat, face, vertex/vertices, corner, difference, direction, distance, equal, full, empty, half full/empty, nearly full/empty, measure, long, short, tall, tallest, lonest, shortest, length, heavy, light, order, size, sort, roll.</p> | <p>Ark Maths <u>Calendar and Time</u></p> <p>Days of the week, seasons •Sequence daily events</p> <p>Vocabulary time, sequence, first, next, then, after, finally, second, third, order, clock, before, after, yesterday, today, tomorrow, early, late, quick slow, morning, daytime, afternoon, nighttime.</p> | <p>Ark Maths <u>Number patterns within 15</u></p> <ul style="list-style-type: none"> Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer <p><u>Doubling and halving</u></p> <ul style="list-style-type: none"> Relationship between doubling and halving <p><u>Shape and Pattern</u></p> <ul style="list-style-type: none"> Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns <p>Vocabulary add, more, fewer, half, double, minus, number track, sum, venn diagram, total, number bond,</p> <p>(In addition, recap previously vocabulary taught linked to topic)</p> | <p>Ark Maths <u>Number Patterns within 20</u></p> <ul style="list-style-type: none"> Count up to 10 and beyond with objects Represent, compare and explore numbers to 20 One more or fewer <p><u>Number patterns beyond 20</u></p> <ul style="list-style-type: none"> One more one less Estimate and count Grouping and sharing <p>Vocabulary more, less, estimate, guess, predict, group, share, altogether, equal, unequal,</p> <p>(In addition, recap previously vocabulary taught linked to topic)</p> | <p>Ark Maths <u>Money</u></p> <ul style="list-style-type: none"> Coin recognition and values Combinations to total 20p Change from 10p <p><u>Measures</u></p> <ul style="list-style-type: none"> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths <p><u>Exploration of patterns within number</u></p> <ul style="list-style-type: none"> Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards <p>Vocabulary Cost, money, amount, coin, note, pence, penny pound, change, balance</p> <p>(In addition, recap previously vocabulary taught linked to topic)</p> |

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| <p>Understanding the World</p> | <p>Past and Present Begin to make sense of their own life story and family's history. Show interest in different occupations.</p> <p>Share books about families and discuss how families have changed throughout years. Explore different cultures within families. Look at photographs from childhood and discuss changes over time.</p> <p>Go on a local walk and draw the features of the community. How did people travel throughout history? How has this changed? What vehicles have been invented? How does this help us? Who uses these vehicles?</p> | <p>Past and Present Comment on images of familiar situations in the past.</p> <p>Explore how seasons have changed or stayed the same. Discover why this has happened over time.</p> <p>Talk about birthdays as we lead up to Christmas. Talk about how we change as we grow.</p> | <p>Past and Present All EYFS to take part in traditions around the worlds - New Year/Chinese New Year Family customs and routines.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Share traditional tales from long ago and talk about how they live. Discuss similarities and differences. Explain to the children that traditional tales are stories that have been around for a long time and that our grandparents enjoyed them when they were little.</p> | <p>Past and Present Compare and contrast characters from stories, including figures from the past.</p> <p>Compare before and after pictures of deforestation. Talk about why this has happened and what we can do to help the future of our wild animals. Discuss the importance of caring for our world and everything in it.</p> | <p>Past and Present Understand and explore how homes are different. Some homes are travelling some are stationary, some are castles etc.</p> <p>Past and Present 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>Explore prehistoric fossils to learn about animals that lived before our time. How have animals on our planet changed/stayed the same? Discuss what it would be like to live millions of years ago.</p> | <p>Past and Present Compare past and present transport</p> <p>Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Look at before and after pictures of plastic pollution and coral bleaching. Explore why this has happened over time and what we can do to help the sea creatures. Think of ways to spread this message to others.</p> |
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| | <p>People, Culture and Communities Explore their immediate environment Know the name of their school.</p> <p>Continue developing positive attitudes about the differences between people. Understand that some places are special to members of their community - The Church (Talk about some aspects of a religious or belief stories/Nativity/God/Jesus). Recreate religious and belief stories through small world play. Recognise that people have different beliefs and celebrate special times in different ways. Draw information from a simple map. Harvest Festival/Harvest Festivals Around the World. Diwali Arouse awareness of features of the environment in the setting and immediate local area: Local Walk-My town</p> | <p>People, Culture and Communities Talk about the changes in the environment and develop an understanding of the season winter. Through stories and local environment.</p> <p>Recognise some environments that are different from the one in which they live -Polar regions/ Antarctica (Whiteboard globe/draw and follow a map of Antarctica for role play recreation of Shackleton expedition/atlases). Recognise some similarities and differences between life in this country and life in other Countries-Polar regions.</p> <p>People Who are Special to Us -Jesus & the story of the Miracles. Christmas/Christmas Around the World/Nativity Using a programmable</p> | <p>People, Culture and Communities Children explore the process of planting and growing.</p> <p>Show interest in different occupations. Understand that some places are special to members of their community-The Church, The Mosque, the Synagogue. Name some religious symbols. Recognise some environments that are different from the one in which they live -compare culture/music/art/stories/map/flag/school/capital city/landmarks/animals.</p> | <p>People, Culture and Communities Explore life cycles.</p> <p>Identify simple features of religious life and practice in a family context Chinese Food tasting Shrove Tuesday-pancake tasting. Recreate religious and belief stories through small world play. Use their senses to investigate religion and belief Hot Cross bun/Easter egg tasting.</p> | <p>People, Culture and Communities Explore the senses. What am I touching, how does it feel? What does it smell like? What does it sound like?</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Look at maps throughout history and talk about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Learn about how habitats have changed throughout history.</p> | <p>People, Culture and Communities Explore how communities from around the world work together to help the environment.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate - maps. Ramadan & Eid. Talk about what people wear because of their beliefs.</p> |
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| | <p>(Draw and create their own maps using real objects, and/or pictures and symbols/Share play maps and small world to allow children to create their own environments. Use a simple map with symbols to spot features in the local community).</p> | <p>toy/Create a simple algorithm for a floor robot e.g.: Bee Bots. - Beebot-to follow a map.</p> | | | | |
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| | <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them (Autumn). Use all their senses in hands on exploration of natural materials. Our senses. How are vegetables harvested?</p> <p>Forces-Pushes & Pulls. Experience different types of scientific enquiry (Observing over time).</p> | <p>The Natural World Talk about the differences between materials and changes they notice. Understand the need to respect and care for the natural environment and all living things. Understand the effect of changing seasons on the natural world around them. Polar Regions Learning about how our environment is different to polar regions. Pollution of the ocean environment. Learning about Arctic/Antarctic animals and how they are different to the animals we have in the UK. Begin to make predictions and ask questions. Explore changes in states of matter (water/ice) Along with other reflective materials.</p> | <p>The Natural World Name and describe some plants children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. After close observation, draw pictures of the natural world, including plants.</p> <p>Understand the effect of changing seasons on the natural world around them (Spring). Plant seeds and care for growing plants (Mother's Day gifts). Lifecycle of a duck (Ugly Duckling) and other animals that lay eggs. Waterproof/absorbent materials-umbrella (3 Little Pigs). Experience different types of scientific enquiry (Comparative and fair testing) -Which is Strongest Biscuit? (Gingerbread Man). Life cycle of a Bean (Jack and the Beanstalk)</p> | <p>The Natural World Create opportunities to discuss how we care for the natural world around us. After close observation, experience different types of scientific enquiry (Identifying, grouping, classifying Minibeasts).</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore changes in states of matter (chocolate) - Easter baking</p> | <p>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 (Summer) and changing states of matter.</p> | <p>The Natural World Observe and interact with natural processes, such as a floating and sinking.</p> <p>Observe and interact with natural processes, such as light travelling through transparent material and an object casting a shadow.</p> |
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| Expressive Arts and Design | <p>Creating with Materials Painting Self-portraits. Explore different materials</p> | <p>Creating with Materials Creating Harvest Art (printing/collage). Drawing an Autumn tree. Use drawings to tell a story-</p> | <p>Creating with Materials Create collaboratively sharing ideas, resources and skills. Join different materials and explore</p> | <p>Creating with Materials Return to and build on their previous learning, refining</p> | <p>Creating with Materials Safely use and explore a variety of materials, tools and techniques,</p> | <p>Creating with Materials Designing and make an ocean diorama using all the skills</p> |
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| | freely, develop their ideas about how to use them and what to make (Loose parts). Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Junk modelling vehicles. | Draw a story map for Goodbye Autumn Hello Winter. Diwali patterns-chalk. Draw with increasing complexity and detail (Seasonal Trees). Explore colour and colour mixing. Autumn leaf art. Leaf printing. Creating art using natural materials. Firework Art (paint effects) Remembrance Day art - (drawing/paint/collage/loose parts) Christmas craft. | different textures. Explore use and refine artistic effects to express their ideas and feelings - collage, stamping, junk modelling. Weaving fabrics to design garments for traditional tale characters. | ideas and developing their ability to represent them. Explore use and refine artistic effects to express their ideas and feelings - sculpture - wild animals. Easter craft. Drawing a Spring poster Mother's Day craft Easter craft. | 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. | taught throughout the year. Simple symmetry artwork linked to topic. Father's Day craft. |
| | Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen with increased attention to sounds. Days of the week song. Start & stop together. Body sounds. Some control with percussion-percussion eggs-Loud, quiet & silence. | Being Imaginative and Expressive Remember and sing entire songs (Nativity). Develop storylines in their pretend play when retelling stories. Learn and sing autumn and winter songs recognise mood, character, contrast & changes. Bonfire Night and christmas Poetry | Being Imaginative and Expressive Develop storylines in their pretend play. Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Drama reenactment of key texts (traditional tales). | Being Imaginative and Expressive Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. | 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 and learn and recall dinosaur poetry. | Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. |
| | Kapow Exploring Sound | Kapow Celebration Music | Kapow Music and Movement | Kapow Musical Stories | Kapow Big Band | Kapow Reflect, Rewind and Replay |

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| Artist | Painting: Jackson Pollock | Painting: Kandinsky | Collage: Paul Klee |
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| RE (Come and See) | Myself (Domestic Church - Family) Welcome (Baptism/Confirmation - Belonging) Birthday (Advent - Christmas - Loving) Other Faith - Hanukkah | | Celebrating (Local Church - Community - visit church) Gathering (Eucharist - Relating) Growing (Lent - Easter - Giving) Other faith - Diwali | | Good News (Pentecost - Serving) Friends (Reconciliation - Inter-Relating) Our World (Universal church - World) Recognising Sikhs | |
| RSE | Handmade with love I am me | Heads, Shoulders, knees and toes Ready Teddy? | I like, you like, we all like! Good feelings, bad feelings. Let's get real Growing up | Role Model Who's who? You've got a friend in me Forever friends | Safe inside and out my body my rule feeling poorly People who help us. | God is love Loving God Me you us. |

All adults in EYFS will:

- Think out loud, modelling new language for children
- Pay close attention to what the children say
- Rephrase and extend what the children say
- Validate the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- Ask closed and open questions
- Answer the children's questions
- Explain why things happen
- Deliberately connect current and past events ('Do you remember when...?')
- Provide models of accurate grammar
- Extend children's vocabulary and explaining new words
- Connect one idea or action to another
- Help children to articulate ideas in well-formed sentences.