



|   | Autumn 1<br>Wed 4 <sup>th</sup> Sept – Thurs 24 <sup>th</sup> Oct  | Autumn 2<br>Mon 4 <sup>th</sup> Nov – Fri 20 <sup>th</sup> Dec   | Spring 1<br>Mon 6 <sup>th</sup> Jan – Fri 14 <sup>th</sup> Feb  | Spring 2<br>Mon 24 <sup>th</sup> Feb – Fri 4 <sup>th</sup> April  | Summer 1<br>Weds 23 <sup>rd</sup> April – Fri 23 <sup>rd</sup> May   | Summer 2<br>Mon 2 <sup>nd</sup> June – Tues 22 <sup>nd</sup> July   |
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| Theme                                       | It's good to be me   | Superhero's and celebrations   | All around the world  | Once upon a time  | The great outdoors   | Water, water, everywhere  |
| Focus topics/ Lines of inquiry              | Starting school<br>My family<br>Pets<br>My body<br>House and homes<br>Routines/class charter<br>Harvest  | Emergency services /people who help us<br>Autumn<br>Autumn walk signs of Autumn<br>Light & dark<br>Festivals of light - Diwali, Hanukkah, Christmas<br>Bonfire night                                   | Countries<br>Winter<br>Winter walk signs of Winter<br>Polar regions (Arctic, north pole)<br>Lunar New Year<br>Travel<br>Transport and journeys  | Traditional tales<br>Alternate tales<br>Spring<br>Spring walk signs of spring   | Growing<br>Farming<br>Wildlife/life cycles<br>Animals<br>Minibeasts<br>Ourselves growing/human life cycle  | By the seaside<br>Oceans<br>Rivers<br>Environment<br>Sea creatures<br>Summer  |
| Values                                      | Generosity   | Compassion   | Courage<br>Hope   | Forgiveness   | Friendship<br>Responsibility   | Respect   |
| RE  | Harvest<br>Yom Kipper, Rosh Hashanah, Navratri   | Advent<br>Christmas<br>Diwali<br>Hanukkah  | Epiphany<br>Candlemas   | Lent<br>Easter<br>Eid al-Fitr<br>Ramadan  | Pentecost<br>Vesak (Buddha Day)  | Trinity<br>Shavuot<br>Hajj  |
| Core texts                                  | Who are you? – Smriti Halls<br>Big feelings- Rebekah Ballagh   | Supertato – Sue Hendra<br>Superworm – Julia Donaldson  | Handa's Surprise - Eileen Browne<br>Emma Jane's aeroplane – Katie Haworth   | Goldilocks and the three bears-<br>Three little pigs -  | Caterpillar Butterfly – Vivian French<br>The hungry caterpillar – Eric Carle   | Gigantic - Rob Biddulph<br>Once upon a raindrop - James Carter  |
| Satellite texts                             | This is me - George Webster & Claire Taylor<br>I like bees, I don't like honey – Sam Bishop<br>The colour monster goes to school – Anna Llenas<br>Our class is a family – Shannon Olsen<br>Be you – Karl Newson<br>Monty the Manatee – Natalie Pritchard | Hello Autumn – Jo Lindley<br>Zog and the flying doctors – Julia Donaldson<br>The leaf thief – Alice Hemming<br>Sweep – Louise Greig<br>Twas the night before Christmas – Clement Clarke Moore (Poetry) | Tree – Britta Teckentrup<br>Dear Earth – Isabel Otter<br>The very long sleep – Polly Noakes<br>The Gruffalos child – Julia Donaldson<br>One snowy night – Nick Butterworth<br>Non-fiction books linked to countries around the world/cultural books | Dear Fairy Godmother – Michel Rosen<br>Goldilocks (Alternative versions) – Allan Ahlberg<br>Jack and the beanstalk – Richard Walker<br>The Little Red Hen     | Betsy Bug love saves the bees – Catherine Jacob<br>Oi Frog – Kes Grey<br>Luna loves gardening – Fiona Lumbers<br>Farmer Duck by Martin Waddell<br>Non-fiction books linked to mini beats/life cycles | The big book of the blue – Yuval Xommer<br>Tidy – Emily Gravett<br>Pirates in pyjamas – Caroline Crowe<br>Somebody swallowed Stanley – Sarah Roberts<br>The fish who could wish – John Bush |
| Experiences/Wow moments                     | Introduction of class bear<br>Sharing treasure hunt bags   | Visit from fire engine, police car, ambulance  | Number day 7 <sup>th</sup> Feb<br>Children's mental health week 3rd-9th Feb<br>Food tasting different cultures<br>Videos from around the world<br>Lunar New Year 29 <sup>th</sup> January   | World book day 6 <sup>th</sup> March<br>Science week 'Adapt & change' - 7th-16th March<br>Hatching chicks<br>Shrove Tuesday/pancake day 4 <sup>th</sup> March | Farm visit<br>Visit to local woods/park for picnic<br>Caterpillar transformation<br>Growing a plant<br>Earth day 22 <sup>nd</sup> April  | Themed days/holidays<br>Immersive ocean experience  |
| Family involvement/enrichment opportunities | Home visits<br>All about me booklet<br>Phonics workshop<br>Harvest festival -Church<br>Parent's evening  | Remembrance Day<br>Nativity<br>Christingle – Church  | Maths café<br>Family holiday photo display  | Parent's evening<br>Mother's Day 30 <sup>th</sup> March<br>Easter service - Church  | Reading café<br>Baby photos for display  | Sport's day<br>Father's Day 15 <sup>th</sup> June   |
| Assessment /Impact                          | Reception Baseline Assessment (RBA)<br>No later than 18 <sup>th</sup> Oct<br>YR Baseline Assessment and initial GLD predictions  | Teacher Assessment and GLD predictions<br>Prior to 13th December 2024<br>Arbor 'End of Autumn Term'  |   | Teacher Assessment and GLD predictions<br>Prior to 28th March 2025<br>Arbor 'End of Spring'   |  | Early Years<br>Foundation Stage Profile (EYFSP)<br>no later than 30th June in that term   |

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|   | Arbor 'Start of reception'  |  |  |  |   | YR EYFS ELG Teacher<br>Assessment and end of summer term 2 TAs 2nd - 23rd June 2025<br>ELG TAs into Arbor then CTF to LA via Any Comms Plus<br>Arbor ELG TA 'EYFS Judgement' Arbor FSP TA 'End Reception'<br>TAs in Arbor to inform transition into Y1  |
| Role play theme/enhancements                        | Home corner   | Home corner/Santa's workshop   | Travel agents<br>Train station   | Hansel & Gretel house  | Garden centre<br>Farm shop  | Under the sea café<br>Ice cream shop  |
| Communication and language                          | Settling in activities and carpet times. Nursery rhymes. Emotions and feelings. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Individual speech assessments (Early talk boost/Wellcomm)   | 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 and respond to what they hear. Make comments about what they have heard. Holding conversation in back and forth exchanges. Participate in small group, class and one-to-one discussions Use recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives.   |
| PE/fine/gross motor skills                          | Gross Motor<br>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.<br>Fine Motor<br>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. | Gross Motor<br>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.<br>Fine Motor<br>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. | Gross Motor<br>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. Fine Motor<br>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. | Gross Motor<br>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Fine Motor<br>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. | Gross Motor<br>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. Fine Motor<br>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, like a circle / Draw a cross. | Gross Motor<br>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.<br>Fine Motor<br>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 Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. |
| Personal, social and emotional development - Jigsaw | Being Me in My World<br>'Who am I and how do I fit?'  | Celebrating Difference<br>Respect for similarity and difference. Anti-bullying and being unique  | Dreams and Goals<br>Aspirations, how to achieve goals and understanding the emotions that go with this   | Healthy Me<br>Being and keeping safe and healthy   | Relationships<br>Building positive, healthy relationships   | Changing Me<br>Coping positively with change  |

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| Personal, social and emotional development – Self regulation        | 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. * 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. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere. |   |   |   |   |   |
| Personal, social and emotional development – Managing self          | New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.  | Getting on and falling out. 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.  | Good to be me. 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.  | 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.  | 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   | Taking part in sports day. Winning and losing. Changing me - Look how far I've come!  |
| Personal, social and emotional development – 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   |   |   |   |   |   |
| Maths – White Rose  | Establish maths through routines (tens frame buses, 100 days in school, calendar activities)<br><br>Match objects<br><br>Match pictures and objects<br><br>Identify a set<br>Sort objects to a type<br>Explore sorting techniques<br>Create sorting rules<br>Compare amounts<br><br>Talk about measure and patterns<br>Compare size<br>Compare mass<br>Compare capacity<br>Explore simple patterns<br>Copy and continue simple patterns<br>Create simple patterns  | It's Me 1, 2, 3<br>Find 1, 2 and 3<br>Subitise 1, 2 and 3<br>Represent 1, 2 and 3<br>1 more<br>1 less<br>Composition of 1, 2 and 3<br><br>Circles and triangles Identify and name circles and triangles<br>Compare circles and triangles<br>Shapes in the environment<br>Describe position<br><br>1, 2, 3, 4, 5<br>Find 4 and 5<br>Subitise 4 and 5<br>Represent 4 and 5<br>1 more<br>1 less<br>Composition of 4 and 5<br>Composition of 1-5<br><br>Shapes with 4 sides Identify and name shapes with 4 sides<br>Combine shapes with 4 sides<br>Shapes in the environment<br>My day and night | Alive in 5 Introduce zero<br>Find 0 to 5<br>Subitise 0 to 5<br>Represent 0 to 5<br>1 more<br>1 less<br>Composition<br>Conceptual subitising to 5<br>Mass and Capacity Compare mass<br>Find a balance<br>Explore capacity<br>Compare capacity<br><br>Growing 6, 7, 8 (2 weeks)<br>Find 6, 7 and 8<br>Represent 6, 7, and 8<br>1 more<br>1 less<br>Composition of 6, 7 and 8<br>Make pairs-odd and even<br>Double to 8 (find a double)<br>Double to 8 (make a double)<br>Combine 2 groups<br>Conceptual subitising<br><br>Length, Height and Time<br>Explore length<br>Compare length<br>Explore height<br>Compare height<br>Talk about time<br>Order and sequence time | Building 9 and 10 Find 9 and 10<br>Compare numbers to 10<br>Represent 9 and 10<br>Conceptual subitising to 10<br>1 more<br>1 less<br>Composition to 10<br>Bonds to 10 (2 parts)<br>Make arrangements of 10<br>Bonds to 10 (3 parts)<br>Doubles to 10 (find a double)<br>Doubles to 10 (make a double)<br>Explore even and odd<br><br>Explore 3D shapes<br>Recognise and name 3D shapes<br>Find 2D shapes within 3D shapes<br><br>Use 3D shapes for tasks<br>3D shapes in the environment<br>Identify more complex patterns<br>Copy and continue patterns<br>Patterns in the environment | To 20 and beyond Build numbers beyond 10 (10-13)<br>Continue patterns beyond 10 (10-13)<br>Build numbers beyond 10 (14-20)<br>Continue patterns beyond 10 (14-20)<br>Verbal counting beyond 20<br>Verbal counting patterns<br><br>How many now? (1 week)<br>Add more<br>How many did I add?<br>Take away<br>How many did I take away?<br><br>Manipulate, compose and decompose Select shapes for a purpose<br>Rotate shapes<br>Manipulate shapes<br>Explain shape arrangements<br>Compose shapes<br>Decompose shapes<br>Copy 2D shape pictures<br>Find 2D shapes within 3D shapes | Sharing and grouping Explore sharing<br>Sharing<br>Explore grouping<br>Grouping<br>Even and odd sharing<br>Play with and build doubles<br><br>Visualise, build and map<br>Identify units of repeating patterns<br><br>Create own pattern rules<br>Explore own pattern rules<br>Replicate and build scenes and constructions<br>Visualise from different positions<br>Describe positions<br>Give instructions to build<br>Explore mapping<br>Represent maps with models<br>Create own maps from familiar places<br>Create own maps and plans from story situations<br><br>Make connections<br>Deepen understanding<br>Patterns and relationships |
| Literacy (word reading)   | Linking sounds to letters - Picture cards<br>Phonic Sounds: RWI Set 1 whole class.<br>Reading: Initial sounds – single letters.<br>Reciting known stories,   | Begin to read words by sound blending.<br>Phonic Sounds: RWI set 1 recap, special friends.<br>Differentiated groups.<br>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.   | Introducing di-graphs.<br>Phonic Sounds: RWI Differentiated groups / Ditties.<br>Reading: Rhyming strings, identifying characters and settings.<br>Provide opportunities  | Begin to read simple sentences.<br>Phonic Sounds: RWI Differentiated groups.<br>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children   | Read and understand simple sentences.<br>Phonic Sounds: RWI Differentiated groups.<br>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.   | Reading and understanding sentences with fluency including some common exception words.<br>Phonic Sounds: RWI Differentiated groups.  |

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|   | listening to stories with attention and recall. Help children to read the sounds speedily.  | Spotting diagraphs in words. Show children how to touch each finger as they say each sound – Fred fingers. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.  | for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.  | read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping   |   | Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.   |
| 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. 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. 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. Actions to retell the story. Story Maps.                                  | Retelling stories with the recently introduced vocabulary. 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 matched to RWI. 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. World Book Day Activities. Fiction and Non-Fiction: Fiction means story. | Explaining the stories, they have listened to or have read themselves. Retell a story as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. May include labels, sentences or captions. Timeline of how plants grow. Information leaflets about animals in the garden/plants and growing. Non-fiction – Beginning to understand that a non-fiction is a nonstory- it gives information instead. | Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. |
| 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 red words. Writing some red 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 story board. 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. Ensuring correct letter formation.  | Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of red 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 story with beginning, middle and end. Using correct letter formation.   |
| Understanding the world – Past and present                | 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. | Links to festivals: Bonfire night, Diwali, Christmas. 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. Use world maps to show children where some stories are based. Discuss/look at emergency service uniform from the past and present. Roles of different jobs around us. What jobs do our family members do? Role-play – hospital. | Emma Jane's aeroplane – countries visited, what did they look like in the past compared to now? Use maps to find countries, polar regions/have they changed?   | Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Fairy tales from the past. Train stations from the past.   | Role-play – garden centre. How has farming changed over the years. Use of horses/farm machinery. How were foods farmed in the past?   | Exploring the seaside now and in the past. Rivers and seas, changing landscape.  |
| Understanding the world – People, Culture and Communities | Describing their environment around them. Can they locate their home on google maps? Exploring what   | Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural   | Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our   | Traditional tales from other countries, are they popular around the world?  | Describing their local habitat and a contrasting country. What are the similarities and differences?  | What are rivers like in other countries? Clean water/safe water.   |

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|  | <p>makes a family. The varying members of a family unit.</p>  | <p>Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p>  | <p>differences. Significant cultural events: Pancake Day, Easter, Mother's Day</p>   | <p>Pen pal from another country.</p>  |   |  |
| <p>Understanding the world - The Natural World</p>                               | <p>Seasons – Autumn – differences and changes over time – weather, animals and plants.<br/>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>Exploring light and dark. How can we see in the dark?<br/>Nocturnal animals – making sense of habitats. Which animals are nocturnal?<br/>Making natural paints for firework pictures.</p> | <p>Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non-fiction arctic environment and animals.<br/>Comparing the Arctic to their local environment.</p> | <p>Seasons – Spring – differences and changes over time – weather, animals and plants. 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.</p> | <p>Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Create opportunities to discuss how we care for the natural world around us.</p> | <p>Seasons – Summer – differences and changes over time – weather, animals and plants. Exploring the differences between land and water.</p> |
| <p>Expressive Arts and Design - Creating with Materials</p>                      | <p>Self-portraits<br/>Use of the continuous provision, how to use the paint and creative/woodwork areas. Autumn pictures. Mixing colours and exploring textures.</p>  | <p>Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations/Christingles, Christmas cards, Divas.</p>    | <p>Winter pictures and scenes. Chinese New Year – lanterns<br/>Arctic artworks.</p>  | <p>Spring pictures. Flower artwork. Traditional tales' characters.</p>  | <p>Farm pictures.<br/>Healthy eating collages.<br/>Life cycle art.<br/>Human life timeline.</p>   | <p>Summer pictures. Marine life pictures. Paper plate jellyfish.<br/>Making passports.<br/>Recycled art/marine collage.</p>                  |
| <p>Expressive Arts and Design - Being Imaginative and Expressive (Inc music)</p> | <p>Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play</p>  | <p>Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)</p>  | <p>Singing songs and learning some familiar songs – Winter songs. Role-play – the arctic. Small world - arctic explorer. Chinese New Year songs.</p>   | <p>Singing songs and learning some familiar songs – Easter songs. Role-play – home scene. Small world – Castles and Dragons.</p>  | <p>Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards.</p>  | <p>Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – under the sea</p>   |

# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

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

### Speaking

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

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

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

### Managing Self

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

### Building Relationships

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

## Expressive Arts and Design

### Creating with Materials

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

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

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

### Fine Motor Skills

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

## Literacy

### Comprehension

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

### Word Reading

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

### Writing

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