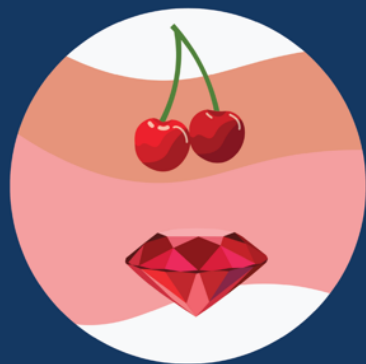


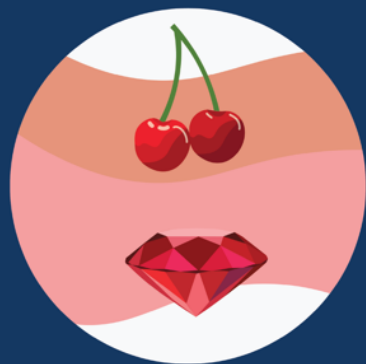


Reception Long Term Plan

YEAR: Reception		PHASE: Early Years Foundation Stage				
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
End of Term Whole School Enrichment Weeks	Community Projects Week Fundraising, helping those in need and improving the school and wider community.	Celebration of Differences, Values, Freedoms and Cultures Week Celebrations around the World and within our community	Inventions, Ideas Careers and Problems of the Future Week STEAM, career and small business projects.	Our Planet, our World Week Looking at sustainability, climate change, the enhancement and impact of humans on the Planet.	Creative and Expressive Arts Extravaganza Week Working with local amateur and professional artists, musicians and actors.	What we have Learnt & Loved this Year Celebration Week Children to work as a class, phase or year group and create a presentation that shares the best of their learning with teachers old and new.
Learning Themes	People Who Help Us All about me and British Values.	Celebrations and Celebrating difference Friendships, Language, Local area, Religion and culture.	Wider world Interventions Maps, Space/ Night and day/ Light. floating/ sinking	Happy healthy me People who help us. Healthy Me. Keeping safe.	Stories that rhyme Traditional tales. materials. (Build 3 pigs house? Make a bridge for- Billy Goats Gruff. Transition (Julia Donaldson books)	Life Cycles and Growing Habitats/ Minibeasts.
Ongoing Whole School Enrichment Opportunities	School Council, School Leaders, Pupil Mentors, Prefects, Head Prefect and Deputy Prefect Elections, Planning, Implementation and Monitoring Meetings - Exploring pupil voice, power and rights to implement improvement.					
TERM	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year Group Enrichments Plans for the Term / Real Life Learning Opportunities	Library To promote- communication and language, comprehension and reading.		Church Visit Weddings- symbols and signs.		Farm Visit	



Communication & Language	• Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Engage in storytime chatter. • 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.	• Listen with sustained attention and respond appropriately, assimilating new vocabulary and ideas. • Describe events in some detail. • Listen to and talk about stories to build familiarity and understanding. • 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	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Connect one idea or action to another using a range of connectives. • 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.	• Listen with sustained attention and use questions and comments to clarify understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • 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.	• Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Retelling stories with an increased knowledge of story language and vocabulary. • Relate the stories they have listened to in their lives and their role-play. • Make up their own stories with beginning, middle and end. • Sharing Easter holiday news.	• Listen with sustained attention and respond appropriately, asking relevant questions, following instructions and answering others. • Able to talk about own abilities in a 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.
Personal, Social & Emotional Development	Being Me in My World • Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good	Celebrating Difference • Know what being unique means • Know the names of some emotions such as happy, sad, frightened, angry • Know why having friends is important • Know some qualities of a positive friendship • Know that they don't have to be 'the same as' to be a friend • Know what being proud means and that people can be proud of different things	Dreams and Goals • Know what a challenge is • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older	Healthy Me • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Know that they need to exercise to keep healthy	Relationships • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship	Changing me • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on



Social and Emotional skills

- Identify feelings associated with belonging
- Skills to play cooperatively with others
- Be able to consider others' feelings
- Identify feelings of happiness and sadness
- Be responsible in the setting

PSED – ELG: SELF REGULATION

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- 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.

ELG: MANAGING SELF

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- Know that people can be good at different things
- Know that families can be different
- Know that people have different homes and why they are important to them
- Know different ways of making friends
- Know different ways to stand up for myself

Social and Emotional Skills

- Recognise emotions when they or someone else is upset, frightened or angry
- Identify and use skills to make a friend
- Identify some ways they can be different and the same as others
- Identify and use skills to stand up for themselves
- Identify feelings associated with being proud
- Identify things they are good at
- Be able to vocalise success for themselves and about others successes
- Recognise similarities and differences between their family and other families

PSED – ELG: SELF REGULATION

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- 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.

- Know when they have achieved a goal

Social and Emotional skills

- Understand that challenges can be difficult
- Resilience
- Recognise some of the feelings linked to perseverance
- Recognise how kind words can encourage people
- Talk about a time that they kept on trying and achieved a goal
- Be ambitious
- Feel proud
- Celebrate success

PSED ELG – SELF-REGULATION

- 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, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED ELG: MANAGING SELF

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

PSED – ELG: BUILDING

- RELATIONSHIPS Work and play co-operatively and take turns with others

- Know how to help themselves go to sleep and that sleep is good for them
- Know what to do if they get lost

Social and Emotional Skills

- Can explain what they need to do to stay healthy
- Recognise how exercise makes them feel
- Can give examples of healthy food
- Can explain what to do if a stranger approaches them
- Can explain how they might feel if they don't get enough sleep
- Recognise how different foods can make them feel

PSED – ELG: 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.

PSED ELG: MANAGING SELF

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- Know that unkind words can never be taken back and they can hurt
- Know how to use Jigsaw's Calm Me to help when feeling angry
- Know some reasons why others get angry

Social and Emotional Skills

- Can identify what jobs they do in their family and those carried out by parents/carers and sibling
- Can suggest ways to make a friend or help someone who is lonely
- Can use different ways to mend a friendship
- Can recognise what being angry feels like
- Can use Calm Me when angry or upset

PSED – ELG SELF-REGULATION

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- 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.

PSED – ELG: BUILDING RELATIONSHIPS

- Form positive attachments to adults and friendships with peers.

Social and Emotional Skills

- Recognise that changing class can elicit happy and/or sad emotions
- Can say how they feel about changing class/ growing up
- Can identify how they have changed from a baby
- Can say what might change for them they get older
- Can identify positive memories from the past year in school and at home.

PSED – ELG: SELF-REGULATION

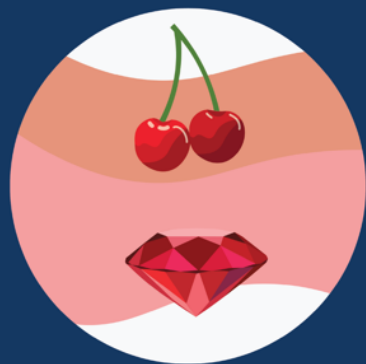
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED – ELG: BUILDING

- RELATIONSHIPS Show sensitivity to their own and to others' needs.
- 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.

PSED – ELG: BUILDING RELATIONSHIPS

- Show sensitivity to their own and to others' needs.



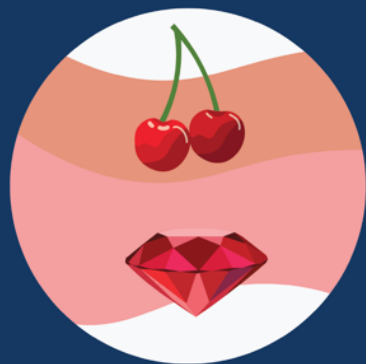
		PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.				
Physical	Physical development - Learn how to play games with each other and turn taking. - Develop gross motor skills, understand how to follow rules and keep safe. Key Vocabulary Story Language. Team games, collaboration, games,	BEAM - BEAM, which stands for Balance, Education And Movement will improve children's gross motor skills, particularly in Reception. It focuses on fundamental movement skills like balance, coordination, and body awareness through structured activities. BEAM is often used as an early intervention program to identify and address potential gross motor delays early on. Early intervention is crucial because gross motor skills are foundational for many other areas of development, including fine motor skills, cognitive skills, and social-emotional development. Key Vocabulary Balance: Maintaining equilibrium while standing, walking on a balance beam, or performing other movements. Coordination: The ability to move different body parts together smoothly and efficiently, such as in jumping, hopping, or throwing a ball. Body Awareness: Understanding where your body is in space and how it moves, which is crucial for posture and control. Core Strength: Essential for stability and movement. Crossing the Midline: The ability to move limbs across the body's center, important for tasks like reaching for something on the other side.	Locomotion: Walking I Purpose: The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games. Key Vocabulary Defender: We are considered a 'defender' when we are trying to catch an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring. Walking: is a method of moving at a regular pace by lifting and placing down each foot in turn, never having both feet off the ground at once. Marching: is a method of moving in either a rhythmic or a route-step time. Marching is normally associated with the military and requires controlled and disciplined movements. Change of direction: means to change the pathway that we are orienting in. Space: is an open area on the pitch that is unoccupied by another pupil or a defender. Speed: is the ability to move parts of the body as quickly or as slowly as possible. Tag: is the method applied by the defender to stop an attacker from moving.	Health and Wellbeing Purpose: The unit of work will introduce pupils to the concept of movement and exercise, understanding why our heart beats faster and our breathing gets quicker when we exercise. Pupils will be introduced to the purpose of a warm up and will start to appreciate that exercise makes us feel happier and better about ourselves. Key Vocabulary Exercise: Exercise is being physically active while playing a game or performing an activity. Movement: Is when our body changes position, place or posture. Heart: Our heart is a muscle that pumps blood around our body. Heartbeat: Our heartbeat is the regular movement or sound that our heart makes as it sends blood around our body. Breathing: Is the process of moving air into and out of our lungs. Oxygen: Is a gas that we breath into our lungs. Oxygen is our bodies energy. Warm Up: A warm-up is a short activity or exercise that is undertaken prior to a more intense physical activity or sport. The aim of a warm-up is to prepare our bodies both physical and mentally for more intense physical activity or a sport.	Dance: Nursery Rhymes Purpose: The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explore character movements with a partner. Key Vocabulary Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music. Rhythm: is a repeated pattern of movements or sounds. Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beats (counts 1,2,3,4). Moving: means using a variety of body parts to move around the space in a creative way. Control: means moving our bodies in time with the music, beat or sound. Timing: In dance, timing refers to moving to the beat of the music. Sequence: This is a combination of controlled movements that have been added together in a particular order. Tempo: refers to the speed or pace (fast or slow) that a dancer performers their movements.	Games for Understanding Purpose: The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games. Key Vocabulary Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible. Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring. Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender. Rules: are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and safely. Tagging or Tag: is the method applied by the defending team to stop the attacker from moving.



						<i>Sharing</i>: to ensure that a game is played fairly pupils should be encouraged to share and take turns.
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Literacy	- Read individual letters by saying the sounds for them. - Blends known sounds to read CVC words. - Retells stories using their own words.	Blends known sounds to read words. Recalls what has happened in a text and predicts what might happen next. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	- Read some letter groups that each represent one sound and say sounds for them. - Forms lower-case and capital letters correctly. - Spell CVC words by identifying the sounds and then writing the sound with letter/s.	Read a few common exception words. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	- Re-reads familiar books and in so doing, builds confidence, word recognition, fluency, understanding and enjoyment. - Spell words by identifying the sounds and then writing the sound with letter/s. - Re-reads what they have written to check that it makes sense.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Develops and refines written sentences which are legible and phonetically plausible.

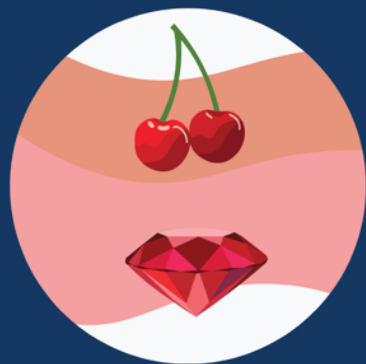


Literacy Writing	- Representing name and initial letter sounds. - Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. - Writing initial sounds and simple captions. - Use initial sounds to label characters / images. - Writing Names and Labels. - Writing messages. Practising correct letter formation. - Writes their name - copying it from a name card or and trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Has increasing control when making marks and drawing.	- Writing CVC words. - Name writing. Labelling using initial sounds. - Story scribing. Retelling stories in writing area. - Sequencing the story. - Practising correct letter formation. - Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Children building and recording simple CVC words.	- 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/captions in a meaningful context. - Create a storyboard. - Practising correct letter formation. - Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Extend to caption writing and sentence writing where necessary.	- Begin to write simple sentences. 'Hold and write a caption/ sentence'. - Creating own story maps, writing captions and labels, writing simple sentences. - Writing short captions extending to sentences to accompany story maps. - Labels and captions. - Write a sentence. - Ensuring correct letter formation. - Children moving onto caption writing/ sentence writing.	- 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. - All children are exposed to daily caption writing and simple sentence writing. Children extended to create a simple caption/ sentence e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.	- 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. - ELG 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.
Reading Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW	- Hear general sound discrimination and be able to orally blend and segment. - Read individual letters by saying the sounds for them - Develop phonological awareness to: - Spot rhymes in familiar stories - Recognise words with the same initial sound - Linking sounds to letters.	- Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some common exception words - Develop phonological awareness to: - Count or clap syllables in words	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read a few common exception words Develop phonological awareness to: - Complete a rhyming string - Begin to identify how many sounds are in a word	- Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Develop phonological awareness to: - Recognise and use rhyme in daily conversation - Can identify words containing the same digraph or trigraph	- Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words - Develop phonological awareness to: - Recognise and use rhyme in daily conversation - Can identify words containing the same digraph or trigraph	- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words - Re-read what they have written to check that it makes sense. ELG - 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.

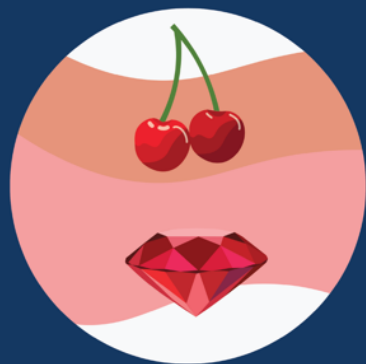


Comprehension

- 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. - Actions to retell the story. Story Maps.	- 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 matched to Jolly Phonics. - 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. - Retells stories in the correct sequence, draw on language patterns of stories. - Says how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. - Independently accesses the features of a non-fiction book. - Play is influenced by experience of books – using ideas from stories in own play - Innovates a well-known story with support - Create information leaflets - World book day activities.	- 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. - Correctly sequences a story or event using pictures and/or captions. - Responds to questions about how and why something is happening. - Knows the difference between different types of texts (fiction, nonfiction, poetry) - Play is influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. - Use news vocabulary during roleplay activities.	- 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 nonfiction is a nonstory- it gives information instead. Fiction means story. - Can point to the front cover, back cover, spine, blurb, illustration, illustrator, author and title. - Play is influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. - Innovates a known story - Recalls the main points in text in the correct sequence, using own words and include new vocabulary. - Talks about themes of simple texts e.g. perseverance, good v evil ELG – Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
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						- Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Mathematics White Rose Education Scheme of work Small steps • Number • Numerical patterns	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Getting to know you (2 weeks - baseline) - Establish maths through routines (tens frame buses, 100 days in school, number 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	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	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)	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	To 20 and beyond (2 weeks) - 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	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 simple patterns - Verbally count beyond 20, recognising the pattern of the counting system; - pare 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.	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	- Combine 2 groups - Conceptual subitising Length, Height and Time (1 week) - Explore length - Compare length - Explore height - Compare height - Talk about time - Order and sequence time	- Identify more complex patterns - Copy and continue patterns - Patterns in the environment	- Copy 2D shape pictures - Find 2D shapes within 3D shapes	- Create own maps from familiar places - Create own maps and plans from story situations Make connections (1 week) - Deepen understanding - Patterns and relationships
Maths ELG	Number ELG Children at the expected level of development will: 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.					
Understanding the World	- Talk about members of their immediate family and community. - Name and describe people who are familiar to them. 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.	- Recognise that people have different beliefs and celebrate special times in different ways. - Understand that some places are special to members of their community. - Recognise some similarities and differences between life in this country and life in other countries. - Understand what humans need to stay healthy and strong. - Past and Present Links to festivals: Bonfire night, Diwali, Xmas 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. Use the Jolly Postman to draw information from a map and	- Can talk about the lives of the people around them and their roles in society. Make observations of the world in which they live. - Past and Present Explore people/ animals who ventured into space. - People, Culture and Communities Chinese New Year – how is it celebrated? How is it different from New Year here? Celebrating our differences. Significant cultural events: - Pancake Day Easter Mother's Day - The Natural World Exploring light and dark. How can we see in the dark? Exploring Space. How can we get to Space?	- Draw information from a simple map. - Explore the natural world around them. Recognise some environments that are different from the one in which they live. - Past and present Roles of different jobs around us. What jobs do our family members do? - People, Culture and Communities Maps and developing maps of the local area. - 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. Create	- Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. - Past and present - To know some traditional tales from the past. Can they make up a modern tale/ story? - People, Culture and Communities Describing their local habitat and a contrasting country. What are the similarities and differences? - The Natural World Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. - Looking after the caterpillars.	- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. 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. - Describe their immediate environment using knowledge from observation, discussion, stories,



	• 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. • People, Culture and Communities • Talk about members of their community, comparing their familiar world in the past and present – fire service now, fire service in the past (linked to the Great Fire of London) identifying familiar people in the community. • The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants.	• begin to understand why maps are so important to postmen. • People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali. • The Natural World Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals.	Introduce the children to NASA and astronauts.	opportunities to discuss how we care for the natural world around us. 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.		nonfiction 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 Seasons – Spring – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts & Design	• Develop storylines in their pretend play. • Can make and use props and materials to support their role play and storytelling. • Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.	• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.	• Can Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Creating with Materials: Winter pictures and scenes. Chinese New Year - lanterns	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Creating with Materials: Spring pictures. Flower artwork. • Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs.	• Create collaboratively, sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. • Creating with Materials: Farm pictures • Healthy Eating collages	• Can talk about their creations, explaining what they like about their work, the process they have used and what they would do to improve things next time. • Creating with Materials: Summer pictures. Animal life pictures. Paper plate creatures. Making passports. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share



	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)	- Being Imaginative and Expressive: Singing songs and learning some familiar songs – Winter songs. - Chinese New year song.		Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs.	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: - Singing songs and learning some familiar songs – moving on transition songs. 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.
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