

EYFS Long Term Curriculum Plan

TOPIC PLAN

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Environment		Water		Lost and Found
Who can I ask for help?	Why are there so many leaves on the ground?	Why is it always cold in Winter?	What can I do with water?	What do I know about me?	What colours make you feel happy, or sad?
Main Text					
Charlie the Fire-fighter. Edward Gibbs.	The Acorn. Edward Gibbs.	Penguin. Polly Dunbar.	Billy's Bucket. Kes Gray and Garry Parsons.	Knuffle Bunny. Mo Willems	Elmer. David McKee.
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cultural Capital		Environment		Journeys
Who are the famous animals in my books?	What was Handa's Surprise?	Who are the famous characters in my books?	Are all minibeasts scary?	How do I get about?	Twinkle, twinkle, little star, how I wonder what you are.
Main Text					
The Tiger Who Came to Tea. Judith Kerr.	Handa's Surprise. Eileen Browne.	Where the Wild Things Are. Maurice Sendak.	Aaargh Spider! Lydia Monks.	Oi! Get Off Our Train. John Burningham.	Whatever Next? Jill Murphy.

Communication and Language				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Understand single words in context: 'cup', 'milk', 'daddy'.</p> <p>Understand frequently used words such as 'all gone', 'no', and 'bye-bye'.</p> <p>Understand simple instructions like 'give to nanny' or 'stop'.</p> <p>Recognise and point to objects if asked about them.</p> <p>Listen to other people's talk with interest.</p> <p>Make themselves understood.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Listen to simple stories and understand what is happening, with the help of pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what', 'where' (but generally not 'why').</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary. Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions.</p> <p>Sing a repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Develop their communication.</p> <p>Develop their pronunciation.</p> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play. 'Let's go on a bus, you sit there, I'll be the driver.'</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe some events in detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening, attention and understanding:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small groups and interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making conjunctions, with modelling and support from their teacher.</p>	<p>Listening, attention, understanding. Concentration, thinking, connection. Communicate, language, conversation, speech skills.</p> <p>Links to Characteristics of Effective Learning:</p> <p>Willing to have ago.</p> <p>Keep on trying.</p> <p>Being involved and concentrating.</p> <p>Making links and noticing patterns in their experience.</p>

Reading				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Listen and respond to a simple instruction.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>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, page sequencing.</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Rhyme, print, words, letters, sounds, books, story, phoneme, blend, segment.</p> <p>CoEL links:</p> <p>Willing to have ago.</p> <p>Keep on trying.</p> <p>Being involved and concentrating.</p>

Writing				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to, e.g. "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Start to make marks intentionally.</p>	<p>Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or their entire name.</p> <p>Write some letters accurately.</p>	<p>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write recognisable letters, some of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Sound, segment, link, blend, formation, capital letter, full stop, phoneme, digraph, phonics fingers, sound out, sentence, word.</p> <p>CoEL links:</p> <p>Using senses to explore the world around them.</p> <p>Taking risks and learning by trial and error.</p> <p>Showing a curiosity about objects, events and people.</p> <p>Maintaining focus on their activity for a period of time Thinking of ideas.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Testing their ideas.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

Science				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Know and talk about different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Know and manage own and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Wood, plastic, metal, fabric, glass, hard, soft, rough, smooth, shiny, dull, natural, manmade, light, dark, night, daytime, night time, hibernation, environment, hot, cold, planet, space, sun, moon, body parts, senses, growth, change.</p> <p>CoEL links:</p> <p>Using senses to explore the world around them</p> <p>Taking risks and learning by trial and error.</p> <p>Showing curiosity about objects, events and people.</p> <p>Maintaining focus on their activity for a period of time.</p> <p>Thinking of ideas.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Testing their ideas.</p> <p>Developing ideas of grouping, sequences, cause and effect.</p>

Summary of Science in EYFS		
Topic	Nursery	Reception
Animals	<ul style="list-style-type: none"> Learn about the life cycles of animals Compare adult animals to their babies Observe how baby animals change over time 	<ul style="list-style-type: none"> Name and describe animals that live in different habitats Describe different habitats
Humans	<ul style="list-style-type: none"> Learn about the life cycle of humans Learn about how to take care of themselves • 	<ul style="list-style-type: none"> Describe people who are familiar to them Learn about how to take care of themselves
Living things and their habitats	<ul style="list-style-type: none"> Explore the surrounding natural environment Explore natural objects from the surrounding environment 	<ul style="list-style-type: none"> Explore the plants in the surrounding natural environment Explore animals in the surrounding natural environment Explore plants and animals in a contrasting environment •
Plants	<ul style="list-style-type: none"> Grow plants 	
Seasonal changes	<ul style="list-style-type: none"> Play and explore outside in all seasons and in different weather Observe living things throughout the year 	<ul style="list-style-type: none"> Play and explore outside in all seasons and in different weather Observe living things throughout the year
Materials, including changing materials	<p>Explore a range of materials Shape and join materials Combine and mix ingredients Change materials by heating and cooling, including cooking</p>	<p>Explore a range of materials, including natural materials Make objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooled Compare how materials change overtime and in different conditions</p>
Electricity	<ul style="list-style-type: none"> Use battery powered device Identify electrical devices • 	
Light	<ul style="list-style-type: none"> Explore light sources Shine light on or through different materials 	<ul style="list-style-type: none"> Explore shadows Explore rainbows
Forces	<ul style="list-style-type: none"> Feel forces Explore how things work Explore how objects/materials are affected by forces • 	<ul style="list-style-type: none"> Explore how to change how things work Explore how the wind can move objects Explore how objects move in water
Sound	<ul style="list-style-type: none"> Listen to sounds Make sounds 	<ul style="list-style-type: none"> Listen to sounds outside and identify the source Make sounds •
Earth and space	<ul style="list-style-type: none"> Join in with space activities. 	<ul style="list-style-type: none"> Learn about the Solar System and stars Learn about space travel

Geography				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
Explore and respond to different natural phenomena in their setting and on trips.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Town, village, road, path, house, flat, map, plan, busy, quiet, pollution, earth, England, Leek, Buxton.</p> <p>CoEL links:</p> <p>Using senses to explore the world around them.</p> <p>Taking risks and learning by trial and error.</p> <p>Showing a curiosity about objects, events and people.</p> <p>Maintaining focus on their activity for a period of time.</p> <p>Thinking of ideas.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Testing their ideas.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

History				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Old, new, before, now, a long time ago, special time, family, after, changes.</p> <p>CoEL links:</p> <p>Showing a curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience. Making predictions.</p> <p>Developing ideas of grouping, sequences, cause and effect.</p>

Art and Design				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Colour, names, mix, paint, texture, push pull, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, collage, draw, chalking, lighter, darker.</p> <p>CoEL Links:</p> <p>Showing a curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

Design and Technology				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models, which express their ideas.</p> <p>Start to develop pretend play, pretending that one object represents another, e.g. a child holds a wooden block to their ear and pretends it is a phone.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Take part in simple pretend play, using objects to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Design, plan, model, make, build, construct.</p> <p>CoEL Links:</p> <ul style="list-style-type: none"> Showing a curiosity about objects, events and people Finding ways to solve problems Making links and noticing patterns in their experience. Making predictions. Developing ideas of grouping, sequences cause and effect.

Computing				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.</p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Plays with water to investigate “low technology” such as washing and cleaning.</p>	<p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touch screen devices such as mobile phones and tablets.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from digital devices and the internet.</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet. Completes</p>	<p>Completes a simple program on electronic devices.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen.</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p>Technology in the Early Years can mean:</p> <ul style="list-style-type: none"> • taking a photograph with a camera or tablet • searching for information on the internet • playing games on the interactive whiteboard • exploring an old typewriter or other mechanical toys • using a Beebot • watching a video clip • listening to music. 	<p>Laptop, camera, computer, interactive, software, mouse, keyboard, find, search, internet, record, photograph, video.</p> <p>CoEL Links:</p> <p>Showing a curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

PSHE				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Develop friendships with other children.</p> <p>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p>Build constructive and respectful relationships.</p> <p>See themselves as valuable individuals.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Happiness, sadness, feeling cross, lonely, scared, worried, kindness, family, community, environment, same, different, health, safety, risk, celebration, festival, teamwork, sharing, success.</p> <p>CoEL Links:</p> <p>Showing a curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

PE				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
Clap and stamp to music.	Continue to develop their movement balancing, riding (scooters, trikes and bikes) and ball skills.	Revise and refine fundamental body movements they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing	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.	Jump, roll, climb, kick, move, twist, tiptoe, turn, curl, reach, freeze, team, instructions, stretch.
Enjoy starting to kick, throw and catch balls.	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Progress towards a more fluent style of moving, with developing control and grace.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	CoEL links: Showing a curiosity about objects, events and people. Finding ways to solve problems.
Build independently with a range of appropriate resources.	Use large-muscle movements to wave flags and streamers, paint and make marks.	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Making links and noticing patterns in their experience. Making predictions.
Spin, roll and independently use ropes and swings (for example, tyre swings).	Use one-handed tools and equipment, for example, making snips in paper with scissors.	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.		Developing ideas of grouping, sequences cause and effect.
Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	Use a comfortable grip with good control when holding pens and pencils.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		
Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Show a preference for a dominant hand.	Combine different movements with ease and fluency.		
Start eating independently and learning how to use a knife and fork.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.		
	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.		
	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.			
	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.			

MUSIC				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Enjoy singing, music and toys that make sounds.</p> <p>Use intonation, pitch and changing volume when ‘talking’.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Banging, tapping, shaking, blowing, clapping, songs, instrument (tuned and untuned), sound, low, high, loud, quiet, repeat, copy, beat</p> <p>CoEL Links:</p> <ul style="list-style-type: none"> Showing a curiosity about objects, events and people Finding ways to solve problems Making links and noticing patterns in their experience Making predictions Developing ideas of grouping, sequences cause and effect

RE				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</p>	<p>Families, culture, celebrations, Diwali, Christmas, Eid, bonfire night, remembrance day, Sikh, Hindu, Muslim, Christian, fireworks, family, same, different, share.</p> <p>CoEL links:</p> <p>Showing curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Developing ideas of grouping, sequences, cause and effect.</p>

Reception Units of Learning		
Christianity	Autumn 1	Who made the wonderful world and why?
Christianity	Autumn 2	Why is Christmas special for Christians?
Christianity	Spring 1	Why do Christians believe Jesus is special?
Christianity	Spring 2	What is so special about Easter?
Christianity	Summer 1	Who cares for this special world and why?
Christianity	Summer 2	How did Jesus rescue people?

MATHEMATICS				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of three items.</p> <p>Compare amounts, saying ‘lots’, ‘more’, or ‘same’.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts.</p> <p>Complete inset puzzles.</p> <p>Compare sizes, weights etc., using gesture and language – ‘bigger’/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Develop fast recognition of up to 3 objects, without having to count the individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5. Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangle, and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, 'The bag is under the table', with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of', and 'behind'.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Subitise.</p> <p>Count objects, actions and sounds.</p> <p>Link the numeral symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to ten.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight, and capacity.</p>	<p>Have a deep understanding of numbers to 10, including composition of each number.</p> <p>Subitise up to 5.</p> <p>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Number, numeral, digit, count, subitise, add, subtract, 5 frame, 10 frame, many, total, more, less, pattern, shapes, 2D shape, 3D shape, problem, position, group, bigger, smaller, count on, count back..</p> <p>CoEL links: Using senses to explore the world around them.</p> <p>Taking risks and learning by trial and error.</p> <p>Showing curiosity about objects, events and people.</p> <p>Maintaining focus on their activity for a period of time.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Testing their ideas.</p> <p>Developing ideas of grouping, sequencing, cause and effect.</p>

	<p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then . . . '.</p> <p>Select shapes appropriately: flat surfaces for building a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>			
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Maths – Mastering Number (NCTM -Reception)				
Autumn Term	Spring Term	Summer Term		
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers. 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5. explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers. 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. 		

White Rose Activities – Shape, Space and Measure

Autumn Term		Spring Term		Summer Term	
It's me 1, 2, 3.	Session	Alive in 5	Session	To 20 and Beyond	Session
Sorting Circles & Triangles	11	Comparing Mass Heavier and Lighter Than	11	First – Then - Now Find My Pattern	
Shape Pictures	12			On the Move	
Shape Hunt	13	Full and Empty	12		
Where's Teddy Hiding?	14	Measuring Capacity (1)	13		
Light and Dark		Measuring Capacity (2)	14		
Square and Rectangles	11	Measuring Ingredients	15		
Shape Hunt	12	Growing 6, 7, 8			
Shape Pictures	13	Comparing Height	11		
Sequencing	15	Comparing Length Days of the Week	12 13		
		Measuring Height	14		
		Measuring Time	15		
		Building 9 & 10			
		3D Shape	11		
		Building with 3D Shapes	12		
		Printing with 3D Shapes	13		
		Pattern (1)	14		
		Pattern (2)	15		

Phonics Progression – Reception – Little Wandle

Autumn 1 Phase 2 graphemes	New tricky words
s a t p l n m d g o c k c k e u r h b f l	is I the.

Autumn 2 Phase 2 graphemes	New tricky words
Ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/s added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings). 	put* pull* full* as and has his her go no to into she push* he of we me be.

*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words. 	was you they my by all are sure pure.

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end. 	Review all taught so far.

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est. 	Said so have some come love do were here little says there when what one out today.

Summer 2 Phase 4	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /e-ed /d/ -er, -est • longer words. 	Review all taught so far.