

Early Years Foundation Stage Curriculum Map

With Christ at the centre of our lives, we live out our call to serve the young:



'It is not enough to love children. They must know that they are loved.' Don Bosco.

		Reception	on Yearly Overview			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	All About Me! Seasons - Autumn / Harvest	Traditional Tales Seasons – Winter / Christmas	Habitats	Space Easter Seasons - Spring	Farms and Growing Seasons - Summer	Holidays and Transport
RE - RECD	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
High quality Texts	The Colour Monster Funnybones The Little Red Hen We are all welcome!	The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood Cinderella Jack and the Beanstalk	The Rainbow Fish Elmer in the Snow The Hunter The Jungle Books Monkey Puzzle Tiddler Non-Fiction Habitat Books - Polar Regions - Rainforest - Under the Sea	My First Space Book Goodnight Spaceman The Darkest Dark Whatever Next The Way Back Home Aliens Love Underpants How to Catch a Star Space Poems	The Very Hungry Caterpillar Mad about Minibeasts What the Ladybird Heard Arrgh Spider Superworm Growing Good Oliver's vegetables Oliver's Fruit Salad The Tiny Seed	Non-Fiction Country Books: - Spain - Italy - Poland - Australia - Caribbean Looking at Atlases Lola's Fandango All the way to Havana The Great Explorer Topsy and Tim Go on Holiday I'm Going on a Plane Harry and the Dinosaurs Go on Holiday
Wow' moments / Enrichment	Harvest mass Baking Pumpkin Pie Autumn Walk Welcome Assembly	Bonfire night Remembrance Day Nativity Production Freshwater Theatre Christmas Pantomime	Under the Sea – singing songs and sea shanties Melting and Freezing experiment. Visit to the local river side - habitats	Mother's Day Stall Mother's Day Crafts World Book Day - 3rd March Easter Celebrations	Living eggs – Class chick project Trip to Bocketts Farm Farm shop roleplay Floating and Sinking Experiment. Waterproof/Not waterproof science experiment	Father's Day Crafts Map Work Class Assemblies Year 1 Transition Aeroplane roleplay

Online safety & Oral Health	Chicken Clicking KAPOW - Smarty the Penguin Story A: Pop ups and in app purchasing Inappropriate websites for older children Cyberbullying	Dentist role play area	RE – God takes care of me. I can take care of my teeth – toothbrushes and tooth paste teeth cleaning activity. Sugar Bugs	Digiduck KAPOW - Smarty the Penguin Story B- Upsetting images Unreliable information Talking to strangers online	The Selfish Crocodile KS1 Safety Day	Visit from a local Dentist Safety Day- E-safety How to stay safe online.

COEL	Characteristics of Effective Learning
	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
	Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.
	Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

St. Anne's Value	Respect		Kindne	ess	Pers	everance		Forgiveness		Inclusiv	ity
St. Anne's Curriculum Intent	Exciting Independence	e Engaging	Purposefu	ul Resilience	Challenging	g Memorable	Inquisitive	Collaborative Hardwor	rking	Creative	Visionary
British values At St Annes, the British Values are taught through whole school assemblies and within class story time discussions.	Where this might be seen in EYFS: Sharing outside area; School rules; Just different; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities such	Where this moseen in EYFS: In to previous: bullying wee week; Celebrat all cultures; Change Need;	night be n addition : Anti- k; Faith ions from nildren in	Rule of Where this mig EYFS: In addition School rules; Encouraging co Nursery and working as one who Help Us danger; safegua games in PE	ht be seen in n to previous: Class rules; coperation; Reception unit; People ; stranger arding; Team	Undividual Where this might EYFS: In addition Teaching in ourney in Love our differences; all unique.	nt be seen in to previous: ur RE and e; Exploring How we are	Democracy Where this might be seen EYFS: In addition to previous: Collective worship; speaking and listening at circle times developing social skills	d s;	British Where this mig EYFS: In ac previo	ght be seen in Idition to ous:

BAME main characters	BAME main characters Cultural diversity Neurodiversity Physical disabilities						
So much	The big book of families	Through the eyes of me	Amazing	Two Homes			

Shine	Maisie's scrapbook	Loud	Susan Laughs	My pirate mums
Astro Girl	Hats of faith	A Friend for Henry	What happened to you?	Love makes a family
Lulu's first day	The Jasmine Sneeze	We're all wonders	Its ok to be different	The girl with two dads
Baby goes to market	Golden domes and silver lanterns	Incredible you	When Charlie met Emma	We are family
Mommy saying	We are all Welcome.	I see things differently	Only one you	More people to love me
Full, full full of love	Shu Lin's Grandpa	Because	Don't call me special	Our class is a family
Maisie's Scrapbook	Hats of Faith	What makes me a me?	Happy to be me	Love makes a family
Jabari jumps			Millie gets her super ears	Heather has two mummies

Prime Area – Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	Self-Regulation Children will be able to follow one step instructions.	Self-Regulation Children will talk about how they are feeling and to consider others feelings.	Self-Regulation Children will be able to focus during longer whole class lessons.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally.	Self-Regulation Children will be able to control their emotions using a range of techniques.	Self-Regulation Children will be able to follow instructions of three steps or more.
Managing Self	Children will recognise different emotions. Children will focus during short whole	Managing Self Children will understand the need to have rules.	Managing Self Children will begin to show resilience and perseverance in the face of a challenge.	Managing Self Children will develop independence when dressing and undressing.	Managing Self Children will manage their own basic needs independently.	Managing Self Children will show a 'can do' attitude. Children will understand the importance
Building Relationships Children develop their personal, social and emotional skills throughout the year through by listening and discussing	class activities. Managing Self Children will learn to wash their hands independently.	Building Relationships Children will begin to develop friendships	Building Relationships Children will be able to use taught strategies to support in turn taking.	Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.	Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group.	of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school.
stories, circle time and high quality interactions .	Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.					SCHOOL.
PSED Connect PSED is taught through the Connect scheme.	Introduction Term Children learn about what exercise is, explore new types of exercise, and begin to notice how their body feels during and after exercise.	Self-Care Children explore ways to keep our bodies and minds healthy, including eating well and keeping clean. Children begin to learn ways to relax, and look after their mental wellbeing.	Give to Others Children learn about giving to others like family, friends, and looking after the planet. Lessons explore sharing, being kind, and looking after the environment.	Connect with Others Children discover ways to connect with others, such as how to be a good friend and make new friends. They also learn and practise noticing how others feel.	Challenge Yourself Children are encouraged to challenge themselves in a variety of ways and learn ways to cope when they feel scared or nervous, such as calming through yoga. Lessons explore what it means to have courage, and how to make brave and safe choices.	Embrace the Moment Children learn about the importance of noticing and being present in the current moment. They practise being fully aware of their thoughts, feelings, and of what is happening around them.

Early learning Goals

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.

Prime Area – Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening, Attention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
and Understanding	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is	Listening, Attention and Understanding Children will begin to understand how and why questions.	Listening, Attention and Understanding Children will learn to ask questions to find out more.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.	Listening, Attention and Understanding Children will be able to understand a	Listening, Attention and Understanding Children will be able to have conversations with adults and peers
Speaking Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions	important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Speaking Children will use new vocabulary throughout the day.	Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.

Early learning Goals

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.

Prime Area – Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Fine Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	Gross Motor Children will learn to move safely in a space.	Gross Motor Children will explore different ways to travel using equipment.	Gross Motor Children will be able to control a ball in different ways.	Gross Motor Children will jump and land safely from a height.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through	Gross Motor Children will be able to play by the rules and develop coordination.
	Fine Motor Children will begin to use a tripod grip when using mark making tools.	Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Fine Motor Children will use cutlery appropriately.	movement. Fine Motor Children will hold scissors correctly and cut out small shapes.	Fine Motor Children will form letters correctly using a tripod grip.
	moving freely-slithering, shuffling climbing frame. Drawing using w	ng, rolling, crawling, walking, run whole body movements. Use thei	ning, hopping, skipping, sliding In ir core muscle strength to achieve	olaydough), mark making, construction, draw creasing control over an object in a good posture when sitting at a and push. Two-wheeled balance b	patting, pushing Building with va table or sitting on the floor.	arious equipment. Climbing on
Get Set 4 PE	Fundamentals Unit 1:	Ball Skills: Unit 1	Games Unit 1:	Fundamentals Unit 2:	Gymnastics Unit 1:	Dance Unit 1:
Get Set 4 i L	Lesson 1: Theme: body parts	Lesson 1: Theme: beetles	Lesson 1: Theme: cars	Lesson 1: Theme: at the circus	Lesson 1: Theme: rainforest	Lesson 1: Theme: at the seaside
	To develop balancing whilst	To develop rolling a ball to a	To work safely and develop	To develop balancing.	animals	To copy, repeat and explore
	stationary and on the move.	target.	running and stopping.	Lesson 2: Theme: on safari	To copy and create shapes with	
	Lesson 2: Theme: feelings	Lesson 2: Theme: busy bees	Lesson 2: Theme: aeroplanes	To develop running and	your body.	Lesson 2: Theme: under the sea
	To develop running and	To develop stopping a rolling	To develop throwing and learn	stopping.	Lesson 2: Theme: woodland	To explore and remember
	stopping.	ball.	how to keep score.	Lesson 3: Theme: under the sea	animals	actions considering level,
	<u>Lesson 3:</u> Theme: our senses	Lesson 3: Theme: ladybirds and	Lesson 3: Theme: cyclists	To develop changing direction.	To be able to create shapes	shape and direction.
	To develop changing direction.	butterflies	To play games showing an	Lesson 4: Theme: Space	whilst on apparatus.	Lesson 3: Theme: at the
	Lesson 4: Theme: ways we look	To develop accuracy when	understanding of the different	explorers	Lesson 3: Theme: lakeland	fireworks display
	after ourselves	throwing to a target.	roles within it.	To develop jumping.	animals	To explore movement using a
	To develop jumping and	Lesson 4: Theme: grasshoppers	Lesson 4: Theme: buses	Lesson 5: Theme: at the farm	To develop balancing and	prop with control and co-
	landing.	To develop bouncing and	To follow instructions and	To develop hopping.	taking weight on different body	ordination.
	Lesson 5: Theme: my favourite	catching a ball.	move safely when playing	Lesson 6: Theme: into the	parts.	Lesson 4: Theme: at the
	things	Lesson 5: Theme: caterpillars	tagging games.	woods	<u>Lesson 4:</u> Theme: desert	fireworks display
	To develop hopping and	To develop dribbling a ball with	Lesson 5: Theme: boats	To explore different ways to	animals	To move with control and co-
	landing with control.	your feet.	To work co-operatively and	travel using equipment.	To develop jumping and	ordination, expressing ideas
	<u>Lesson 6:</u> Theme: it's good to be	-	learn to take turns.		landing safely.	through movement.
		T	6 The second section	1		

Lesson 6: Theme: trains

team games.

To work with others to play

Lesson 5: Theme: sea animals

Lesson 6: Theme: pet animals

sequences by linking actions

To aim when throwing and

To follow instructions and

Lesson 3: Theme: Australia

To learn to play against a

<u>Lesson 4:</u> Theme: wild west

play by the rules.

keeping score.

Lesson 5: Theme: India

Lesson 6: Theme: far east

To develop co-ordination and

To explore striking a ball and

Lesson 2: Theme: the rainforest

move safely when play tagging

practise keeping score.

Games Unit 2: Lesson 1: Theme: polar regions

To copy and create short

together.

games.

partner.

To develop rocking and rolling.

Lesson 5: Theme: at the farm

Lesson 6: Theme: at the farm

To explore actions in response to a theme and begin to use

Ball Skills Unit 2:

To develop rolling and tracking

Lesson 2: Theme: snow is falling

To develop accuracy when

To develop dribbling with

Lesson 4: Theme: rainy days

Lesson 5: Theme: sunshine and

To develop throwing and catching with a partner.

throwing to a target. **Lesson 3:** Theme: there's a

storm coming

Lesson 1: Theme: windy

actions moving in time with the

To remember and repeat

music.

counts.

weather

a ball.

hands.

To develop kicking a ball.

To explore different ways to

travel.

		To work co-operatively as a	rainbows
		team.	To develop dribbling a ball with
			your feet.
			Lesson 6: Theme: foggy days
			To develop kicking a ball to a
			target.

Early learning Goals

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.

Specific Area – 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)

Comprehension Visit school library (Tuesdays)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daily stories High quality interactions	Comprehension Children will independently look at a book, hold it the correct way and turn pages.	Comprehension Children will engage and enjoy an increasing range of books.	Comprehension Children will act out stories using recently introduced vocabulary.	Comprehension Children will be able to talk about the characters in the books they are reading.	Comprehension Children will retell a story using vocabulary influenced by their book.	Comprehension Children will be able to answer questions about what they have read.
Word Reading Daily phonics lesson and 3 reading practise sessions per	Word Reading Children will segment and blend sounds together to read words.	Word Reading Children will begin to read captions and sentences. Writing	Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing	Word Reading Children will read words containing tricky words and digraphs,	Word Reading Children will read longer sentences containing phase 4 words and tricky words.	Word Reading Children will read books matched to their phonics ability. Writing
week.	Writing Children will give meanings to the marks they make.	Children will form letters correctly.	Children will write words representing the sounds with a letter/letters.	Writing Children will write labels/[phrases representing the sounds with a letter/letters.	Writing Children will write words which are spelt phonetically.	Children will write simple phrases and sentences using recognisable letters and sounds.
Writing Writing station, roleplay, letters to Santa, thank you letters,	Rocket Phonics Sounds: s, a, t, p, i, n, m, d, g,	Rocket Phonics Sounds: (Consolidating	Rocket Phonics Sounds: (Consolidating	Rocket Phonics Sounds: (Consolidating	Rocket Phonics Sounds: (Consolidating	Rocket Phonics Sounds: (Consolidating
shopping lists, name writing. Writing during phonics. Writing challenges related to topic.	o, c, k <u>CVC Words</u> : sat, pin, mat, cat, bat, rat, hat etc.	previously taught sounds) ck, e, u, r, h, b, f, ff, l, ll, ss <u>CVC Words</u> : fat, lid, bat, rat,	previously taught sounds) j, v, w, x, y, z, zz CVC Words: jam, yak, wet,	previously taught sounds) qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long), oo (short),	previously taught sounds) ar, or, ur, ow, oi, ear, air, ure CVC Words : bark, born, surf,	previously taught sounds) wh, ph, ay, a-e, a, e-e, ie, ea, CVC Words: whip, say, made,
	Tricky Words: I, the, to, go, into	hat etc. Tricky Words: I, the, to, go, into	win Tricky Words: he, she, we, me, be, was	cvc words: queen, thing, shin, rain, see, sight, boat, moon, book rricky words: my, you, her,	coin, cow, hear, hair Tricky Words: some, one, said, come, do, so, were, when, have, there, out, like	pie, <u>Tricky Words:</u> come, do, so, were, when, have, there, out, like
				they, all, are	which, have, there, out, like	IIIC

Early learning Goals

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.

Autumn 2

Autumn 1

Specific Area – Maths

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.

Spring 1

Spring 2

Summer 1

Summer 2

	I
Number	
Numerical Patterns	
	White Rose Maths:
	Masterin Number
	1

Triangles and Circles

Identify and name circles and triangles Match pictures and objects

Match, Sort and Compare

Match objects

Identify a set

Sort objects to a type

Create sorting rules

Compare amounts

Talk about Measure and Patterns

Compare capacity

Explore simple patterns

Create simple patterns

use the language of comparison.

subitising skills

previous number

Pupils will:

Copy and continue simple patterns

Explore sorting techniques

- Compare circles and triangles
- Shapes in the environment
- **Describe Position**

Shapes with 4 Sides

Identify and name Compare size Compare mass shapes with 4 sides

Pupils will build on previous experiences of number from their

subitising and counting skills. They will explore the composition of

numbers within 5. They will begin to compare sets of objects and

• identify when a set can be subitised and when counting is

subitise different arrangements, both unstructured and

make different arrangements of numbers within 5 and talk

about what they can see, to develop their conceptual

connect quantities and numbers to finger patterns and

explore different ways of representing numbers on their

hear and join in with the counting sequence, and connect

this to the 'staircase' pattern of the counting numbers,

seeing that each number is made of one more than the

develop counting skills and knowledge, including: that the

last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted

• spot smaller numbers 'hiding' inside larger numbers

structured, including using the Hungarian number frame

home and nursery environments, and further develop their

- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

Mass and Capacity

- Compare mass
- Find a balance
- **Explore** capacity
- Compare compacity

Length, Height and Time

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence

Explore 3D Shapes

- Find and recognize 3D shape
- Find 2D shapes within 3D shapes
- Use 3D shapes for tasks
- 3D shapes in the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment

Manipulate, Compose and Decompose

- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shapes arrangement
- Compose shapes
- Decompose shapes
- Copy 2D shape pictures Find 2D shapes within
 - 3D shapes

Sharing and Grouping

- Explore sharing
- Sharing
- Explore grouping
- Grouping
- Odd and even sharing
- Play with and build doubles

Visualise, build and map

- Identify units of repeating patterns
- Create own pattern rules
- Explore own pattern rules
- Replicate and build scenes and constructions
- Visualise from different positions
- Describe positions
- Give instructions to build
- **Explore mapping**
- Represent maps with models
- Create own maps from familiar places
- Create own maps and plans from different story situations

Make Connections

- Deepen understanding
- Patterns and relationships

Consolidation of EYFS

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.

Pupils will:

- 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
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern

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. Pupils will:

- 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
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenreks.

 once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 					
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.					

Specific Area – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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History: Past and Presen **History: Past and Presen** History: Past and Present **History: Past and Present History: Past and Present** History: Past and Presen People, Culture & Children will know about their own life Children will know some similarities and Children will talk about the lives of people Children will talk about past and present Children will know about the past through Children will know about the past through differences between things in the past Communities. story and how they have changed. around them. events in their lives and what has been settings and characters. settings, characters and events. read to them. Geography: People, Culture and Children will know about features of the Children will know that people around the Children will know that people in other Children will know that simple symbols immediate environment. Children will know that there are many world have different religions. Children will know about people who help countries may speak different languages. are used to identify features on a map. countries around the world. us within the community. Science: The Natural World Science: The Natural World Science: The Natural World Science: The Natural World The Natural World Children will understand the terms 'same' Science: The Natural World Children will talk about features of the Science: The Natural World Children will make observations about Children will know some important and 'different'. Children will explore and ask questions environment they are in and learn about Children will make observations about animals discussing similarities and processes and changes in the natural differences. about the natural world around them. the different environments. plants discussing similarities and world, including states of matter. differences. **Past and Present** Listen to children describing Materials: Floating / Sinking – and commenting on things they Growth & Change: frog life boat building Metallic / non-Guy Fawkes: compare Identifying / commenting on Similarities and differences character from stories, have seen whilst outside, cycle / butterfly metallic objects their family. between Non-fiction texts that offer an including figures from the past: including plants and animals. I can show care and concern Who is in their family. countries/environments for living things in the looking at clothes Talk about lives of people insight into contrasting How they travel to school. Maps of our journey to environment Talk about significant events in around us environments. Ordering a timeline of birth – 5 school/looking on Google Talk about experiences at I can start to develop an Listen to how children my own experiences Show interest in the lives of Earth: features of local I can recognise and describe different points in the year... understanding of growth, communicate their other people who are familiar environment, maps of local Changing seasons: winter decay, and changes over time understanding of their own special times or events for Talk about what they do with area comparing places on Ice experiments: melting I can talk about some of the family or friends environment and contrasting their family and places they Google Earth: how are they Recognise that people have Knowing there are different things I have observed such as environments through have been with their family. similar/different? different beliefs and celebrate countries in the world (China) plants, animals, natural and conversation and in play. Draw similarities and make I can describe special events found objects and comment on special times in different ways My journey to school – I can draw information from a comparisons between other (Easter) differences. - Christmas, Diwali, Bonfire mapping simple map families. Looking at Space – knowing the Growth & Change: chick life I can talk about ways in which I Night Google maps Autumn hunt in outdoor area names of the different planets Differences in our environment can look after the environment Talk about things I have Transport to Space and other environments I can tell you what a plant Pirate maps (maps of school to observed such as Autumn Talking about significant people needs to grow (growing a bean find treasure.) Ask questions about aspects of and animals who have visited plant) Past and present holidays familiar world Space. I can understand the key I can talk about why things features of the life cycle of a happen and changes: making plant (bean) and an animal (chick) Talk about forces; sand and water play. Use their senses to explore outside and describe what they see; 'wet leaves' Discuss the past and present within their lives and experiences.

Early Learning Goals:

Past and Present transport

People. Culture & 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, nonfiction texts and (when appropriate) maps.

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.

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

Specific Area – Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide

range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Autumn 1 Autumn 2 Spring 2 Summer 1 Summer 2 Spring 1 Music: Being Imaginative Music: Being Imaginative Music: Being Imaginativ Music: B Music: Being Imaginative Music: Be **Creating with** Children will sing and perform nursery Children will experiment with different Children will create narratives based Children will move in time to the music. Children will play an instrument following Children will invent their own narratives, materials instruments and their sounds. around stories. a musical pattern. stories and poems. See Charanga Progression of Skills document. document. document. document. document. document. Art & Design: Creating with Materials **Art & Design: Creating with Materials Art & Design: Creating with Materials Art & Design: Creating with Materials** Children will make props and costumes **Art & Design: Creating with Materials Art & Design: Creating with Materials** Children will experiment mixing with Children will experiment with different Children will safely explore different for different role play scenarios. Children will explore and use a variety of Children will share creations, talk about techniques for joining materials. artistic effects to express their ideas and process and evaluate their work. **Being imaginative** feelings and Expressive Children will sing and perform nursery Use different textures and Kapow: Kapow: Kapow: Kapow: Sculpture and 3D: Creation station materials to make firework **Textiles: Bookmarks** Painting Paint my world **Structures: Boats** Manipulating playdough and clay See Charanga Progression of Skills pictures Creating child-led paintings using Developing and practising Exploring what is meant by document. to make animal sculptures and Christmas decorations, fingers and natural items as tools, threading and weaving techniques 'waterproof', 'floating' and their own creations, children children learn that colours can be Christmas cards, Christmas **Art & Design: Creating with Materials** using various materials and 'sinking', pupils experiment and begin to use language associated mixed and that paintings can be Children will experiment mixing with songs/poems objects. Pupils look at the history make predictions with various with forces: push, pull, twist etc. abstract or figurative. They make The use of story maps, props, of the bookmark from Victorian materials to carry out a series of They create natural landscape Join in with songs collages and explore different and puppets will encourage tests. They learn about the pictures using items they have times versus modern-day styles. Build models using techniques for using paint when children to retell, invent and different features of boats and found outdoors creating splatter pictures. The pupils apply their knowledge construction equipment. adapt stories. ships before investigating their and skills to design and sew their Exploring sounds and how they shape and structures to build their Nativity role play & Songs: own bookmarks. can be changed, tapping out of Songs: own. performance Wind the Bobbin Up simple rhythms. Old Macdonald Rock-a-bye Baby Play pitch matching games, **Incy Wincy Spider** Collage-farm animals / Making Five Little Monkeys Jumping on Kapow: humming or singing Songs: houses. Pastel drawings. Life The Bed Baa, Baa Black Sheep Drawing: Marvellous marks Big Bear Funk To draw / paint self-portrait. Twinkle, Twinkle cycles. Exploring mark making and using Row, Row, Row Your Boat Baa, Baa Black Sheep If You're Happy and You Know It I can combine media to make a the language of texture, children Twinkle. Twinkle The Wheels on The Bus Kapow: Head, Shoulders, Knees and Toes collage (collage owl/hedgehog) **Incy Wincy Spider** use wax crayons to make rubbings The Hokey Cokey Structures: Junk modelling Rock-a-bye Baby and chalk on different surfaces. Flowers-Sun flowers (Van Exploring and learning about Row, Row, Row Your Boat They use felt tips to explore colour Gogh) various types of permanent and When I Grow Up (Matilda the and pencils to create Musical) temporary join. Pupils are observational drawings of their encouraged to tinker using a faces. Songs: combination of materials and Big Bear Funk joining techniques in the junk modelling area. Songs: I'm A Little Teapot The Grand Old Duke of York Songs: Ring O' Roses Pat-a-cake **Hickory Dickory Dock** 1, 2, 3, 4, 5, Once I Caught a Fish Not Too Difficult Alive The ABC Song This Old Man **Five Little Ducks** Name Song

	Things for Fingers						
	'I am Special'						
	Kapow Scheme of Learning						
Facility and a Carley							

Early Learning Goals:

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.