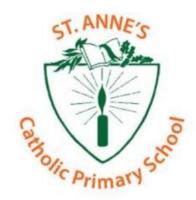


Early Years Foundation Stage Curriculum Map

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 <u>Seasons</u> - Spring	Space Easter	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 Non-Fiction Habitat Books - Polar Regions - Rainforest - Grasslands and Safari - Woodlands - 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 Diwali Nativity Production Freshwater Theatre Christmas Pantomime	Under the Sea – singing songs and sea shanties Tom Holloway – Science lead for underwater activities Melting and Freezing Experiment Floating and Sinking Experiment	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	Father's Day Crafts Map Work Class Assemblies Year 1 Transition Aeroplane roleplay

Online safety & Oral	Chicken Clicking	Dentist role play area	RE – God takes care of me. I	Digiduck	The Selfish Crocodile
Health			can take care of my teeth –		KS1 Safety Day
пеанн			toothbrushes and tooth paste		
			teeth cleaning activity.		
			Sugar Bugs		

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	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.
Principles	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,

learn by leading their own play and by taking part in play which is guided by adults.

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

St. Anne's Value	Respect			Kindne	ess	Perso	everance		Forgiveness		Inclusi	vity	
St. Anne's Curriculum Intent	Exciting	Independence	e Enga	nging	Purposef	ul Resilience	Challenging	Memorable	Inquisitive	Collaborative	Hardworkin	ng Creative	Visionary
British values At St Annes, the British Values are taught through whole school assemblies and within class story time discussions.	Where this r in EYFS: Sha area; School different; F Visitors to ta such as a H Festivals and such as Diwa New Links to our supporting of	might be seen aring outside ol rules; Just Faith Weeks; alk to children indu or Sikh; d celebrations ali and Chinese Year; Core Values; charities such e-lieve	Where seen in E to pre bullyin week; Ce all cultur	e this mig EYFS: In a evious: A ng week; elebration ures; Child Need;	tht be addition Anti- Faith ns from	Rule of Where this might EYFS: In addition School rules; Encouraging of Nursery and working as one who Help Us danger; safeguagames in PE	tht be seen in n to previous: Class rules; ooperation; Reception unit; People s; stranger arding; Team	Undividual Where this might EYFS: In addition Teaching in Control Journey in Low our differences; all unions.	ht be seen in n to previous: our RE and e; Exploring How we are	Where this mig EYFS: In ac previous: 0 worship; sp listening at o developing s	ght be seen in ddition to Collective eaking and circle times;	Where this m EYFS: In a prev	Values ight be seen in addition to vious: d- RE topic;

	Diversity Texts to be read through	hout the year during story time sessi	on	
BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
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	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation
Self-Regulation	Children will be able to follow one step	Children will talk about how they are	Children will be able to focus during	Children will identify and moderate	Children will be able to control their	Children will be able to follow
Sell-Negulation	instructions.	feeling and to consider others feelings.	longer whole class lessons.	their own feelings socially and emotionally.	emotions using a range of techniques.	instructions of three steps or more.
	Children will recognise different	Managing Self	Managing Self		Managing Self	Managing Self
Managing Self	emotions.	Children will understand the need to	Children will begin to show resilience	Managing Self	Children will manage their own basic	Children will show a 'can do' attitude.
Widnaging Sch		have rules.	and perseverance in the face of a	Children will develop independence	needs independently.	
	Children will focus during short whole		challenge.	when dressing and undressing.		Children will understand the importance
	class activities.	Building Relationships			Children will learn to dress themselves	of healthy food choices.
Building Relationships		Children will begin to develop	Building Relationships	Building Relationships	independently.	
Children develop their personal, social	Managing Self	friendships.	Children will be able to use taught	Children will listen to the ideas of other		Building Relationships
and emotional skills throughout the year	Children will learn to wash their hands		strategies to support in turn taking.	children and agree on a solution and	Building Relationships	Children will have the confidence to
through by listening and discussing	independently.			compromise.	Children will learn to work as a group.	communicate with adults around the
stories, circle time and high quality						school.
interactions .	Building Relationships					
	Children will seek support from adults					
	and gain confidence to speak to peers					
	and adults.					

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year

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

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, shuffli climbing frame. Drawing using	ng, rolling, crawling, walking, run whole body movements. Use the	notor activities (threading, cutting, weaving, Ining, hopping, skipping, sliding Ir ir core muscle strength to achiev	ncreasing control over an object i e a good posture when sitting at	wing, writing. Weekly PE lesson. Gross moton patting, pushing Building with was table or sitting on the floor. bikes, wheelbarrows, prams and	various equipment. Climbing on

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

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.

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.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Numerical Patterns	White Rose Maths:	Match, Sort and Compare - 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 - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns It's Me 1, 2, 3 - Find 1,2,3 - Subitise 1,2,3 - Represent 1,2,3 - 1 more - 1 less - Composition of 1,2,3	Triangles and Circles - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe Position 1,2,3,4,5 - 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 Shapes with 4 Sides - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night	Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 I more I less Composition Conceptual subitising to 5 Mass and Capacity Compare mass Find a balance Explore capacity Compare compacity Growing 6,7,8 Represent 6,7,8 I more I less Composition of 6,7,8 Make pairs — odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising	Length, Height and Time - Explore length - Compare length - Compare height - Talk about time - Order and sequence time Building 9 and 10 - 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 odd and even Explore 3D Shapes - Find 2D shapes within 3D shapes - Find 2D shapes for tasks - 3D shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the	To 20 and Beyond - Build numbers beyond 20 (10-13) - Continue patterns beyond 20 (10-13) - Build numbers beyond 10 (14-20) - Verbal counting beyond 20 - Verbal counting patterns How many now? - Add more - How many did I add? - Take away - How many did I take away? Manipulate, Compose and Decompose - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shapes arrangement - Compose shapes - Decompose 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
	Mastering Number	Pupils will build on previous experience home and nursery environments, and subitising and counting skills. They will	further develop their explore the composition of	within and beyond 5. They	the composition of numbers will begin to identify when	Pupils will consolidate their larger numbers and develop counting strategies. They will be a second to the counting strategies.	oing a wider range of
		numbers within 5. They will begin to couse the language of comparison. Pupils will: identify when a set can be subineeded subitise different arrangements structured, including using the	tised and when counting is s, both unstructured and	to numerals. Pupils will: • continue to develop	I begin to connect quantities their subitising skills for beyond 5, and increasingly	counting larger sets and sounds • explore a range of re	their counting skills, as well as counting actions epresentations of numbers, me, and see how doubles

can be arranged in a 10-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
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- 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 previous number
- 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 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

- 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
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

- 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.

Early Learning Goals:

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.

	Autum 1	Auture o 2	Coring 1	Coring 2	Cumara au 1	Cummar 2
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture &	History: Past and Present Children will know about their own life	History: Past and Present Children will know some similarities and	History: Past and Present Children will talk about the lives of people	History: Past and Present	History: Past and Present Children will know about the past through	History: Past and Present
Communities.	story and how they have changed.	differences between things in the past	around them.	Children will talk about past and present events in their lives and what has been read to them.	settings and characters.	Children will know about the past through settings, characters and events.
	Geography: People, Culture and	and now.	Geography: People, Culture and		Geography: People, Culture and	Geography: People, Culture and
	Communities Children will know about features of the	Geography: People, Culture and Communities	Communities Children will know that people around the	Geography: People, Culture and Communities	Communities Children will know that people in other	Communities Children will know that simple symbols
	immediate environment.	Children will know that there are many countries around the world.	world have different religions.	Children will know about people who help us within the community.	countries may speak different languages.	are used to identify features on a map.
The Natural World	Science: The Natural World		Science: The Natural World		Science: The Natural World	Science: 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 about the natural world around them.	environment they are in and learn about the different environments.	Children will make observations about plants discussing similarities and	animals discussing similarities and differences.	processes and changes in the natural world, including states of matter.
Past and Present				differences.		
			Listen to children describing			Materials: Floating / Sinking –
	Identifying / commenting on	Guy Fawkes: compare	and commenting on things they		Growth & Change: frog life	boat building Metallic / non-
	their family.	character from stories,	have seen whilst outside,	Similarities and differences	cycle / butterfly	metallic objects
	Who is in their family.	including figures from the past:	including plants and animals.	between	I can show care and concern	Non-fiction texts that offer an
	How they travel to school.	looking at clothes	Talk about lives of people	countries/environments	for living things in the	insight into contrasting
	Ordering a timeline of birth – 5	Talk about significant events in	around us	Maps of our journey to	environment	environments.
	Show interest in the lives of	my own experiences	Talk about experiences at	school/looking on Google Earth: features of local	I can start to develop an	Listen to how children
	other people who are familiar	I can recognise and describe	different points in the year	environment, maps of local	understanding of growth,	communicate their
	Talk about what they do with	special times or events for	Changing seasons: winter	area comparing places on	decay, and changes over time	understanding of their own
	their family and places they	family or friends	Ice experiments : melting	Google Earth: how are they	I can talk about some of the	environment and contrasting
	have been with their family.	Recognise that people have different beliefs and celebrate	Knowing there are different	similar/10ifferrent?	things I have observed such as	environments through
	Draw similarities and make	special times in different ways	countries in the world (China) My journey to school –	I can describe special events	plants, animals, natural and found objects and comment on	conversation and in play. I can draw information from a
	comparisons between other	– Christmas, Diwali, Bonfire	mapping	(Easter)	differences.	simple map
	families.	Night	Google maps	Growth & Change: chick life	differences.	I can talk about ways in which I
	Talk about things I have	Huff and Puff Experiment: I can	Google maps	cycle		can look after the environment
	observed such as autumn Ask guestions about aspects of	predict which materials will be		I can tell you what a plant		Pirate maps (maps of school to
	familiar world	too light or too heavy to be		needs to grow (growing a bean		find treasure.)
	I can talk about why things	blown away by the Big Bad		plant)		Past and Present transport
	happen and changes: making	Wolf – linking to The Three		I can understand the key		Past and present holidays
	soup.	Little Pigs.		features of the life cycle of a		
	Talk about forces; sand and			plant (bean) and an animal		
	water play.			(chick)		
	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:

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

Things for Fingers					
'I am Special'					
Kapow Scheme of Learning					

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.