Reception Progression of Skills & Curriculum Overview 2022-23

Reception Long Term Planning – Mrs Allinson.

The topics we introduce are starting points for the children's play, learning and we are keen to develop topics following the children's interests and ideas, in addition to these. The topics that we will cover are very flexible and interest driven by the children we have in the setting, we have a structure of where we want them to be in terms of making progress, but we remain flexible and adaptable and if something isn't working, we can change direction to ensure children remain focussed and developing their love of learning. There are a lot of topic linked learning opportunities available during the child-initiated time, but the children are also able to access other resources if their interests and learning take them in other directions. Key religious festivals will be planned for throughout the year as they occur, these may include: Harvest, Diwali, Bonfire Night, Remembrance Day, Christmas, Chinese New Year, Mothering Sunday and Easter – we show high regard for Durham County Council agreed syllabus for RE, which is referenced within this document.

The development of spoken language underpins all seven areas of learning and high-quality back-and-forth interactions and conversations in a language rich environment are key to success in a child's learning: taking part in meaningful conversations are laying the foundations for their education to build upon, which is why we have introduced, a session each day around talk through topic, to allow for all children to have the chance to speak in a small group and to engage in meaningful and challenging conversations which run back and forth.

The Early Year Foundation Stage encompasses many aspects and makes a inter locking framework which allows children to learn freely.

The emphasis on how children learn has huge potential to transform early years practice and empower children as confident, creative lifelong learners. Research has demonstrated how these characteristics can be supported by the experiences children encounter. In our EYFS provision, here at Woodham Burn. All children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions, which promotes communication as a key driver in all our work.

<u>Characteristics of Effective Learning</u>:

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.

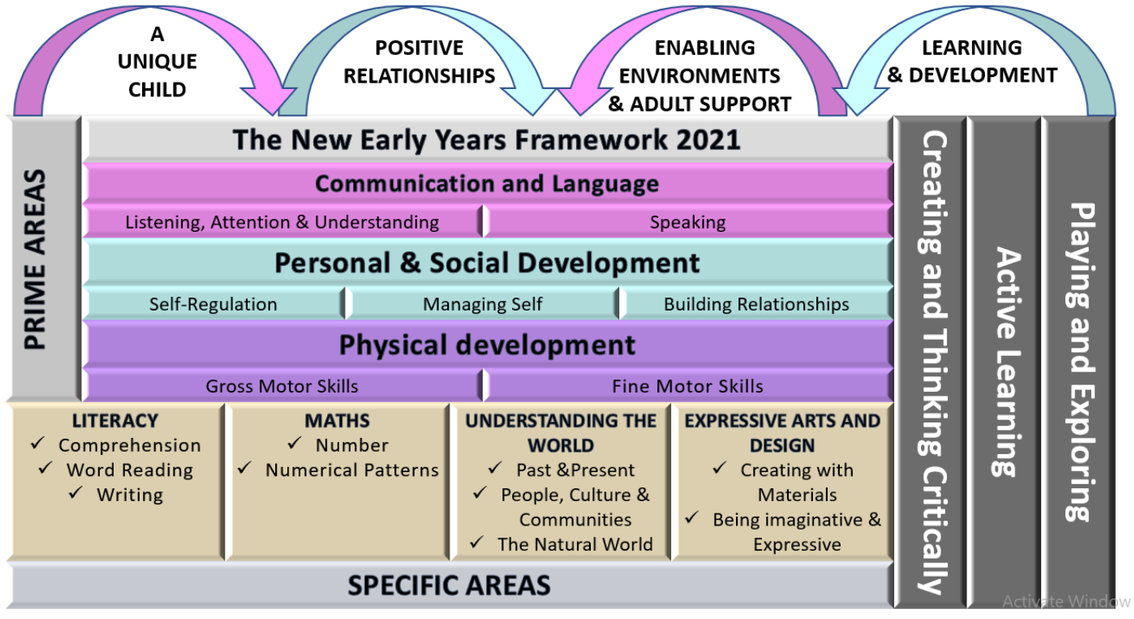
<u>Overarching Principles:</u>

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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	05.09.22 – 21.10.22	31.10.22 – 20.12.22	04.01.23 – 17.02.23	27.02.23 – 31.03.23	17.04.23 – 26.05.23	05.06.23 – 21.07.23
Possible themes:	**Marvellous Me!**	**Who made it so dark?**	**Ticket to ride!**	**How does your garden grow?**	**Happily, Ever After**	**What will the summer bring?**
Core Texts:	**Week 1 - All are welcome - Alexandra Penfold** **Week 2 - Mixed - Arree Chung** **Week 3 – Home – Carson Ellis** **Week 4 - All in one Piece – The Large Family Jilly Murphy** **Week 5 – You Choose – Nick Sharratt** **Week 6 - It's okay to be different Todd Parr**	**Week 1 – The Great Moon Confusion – Richard Byrne** **Week 2 - How to catch a star Oliver Jeffers** **Week 3 - Whatever next Jill Murphy** **Week 4 - Day Monkey, Night Monkey - Julia Donaldson** **Week 5 – Who'a afraid of the dark Melanie Joyce** **Week 6 - Edward built a rocket ship - Michael Rack**	**Week 1 - The Journey – Neil Griffiths and Scott Mann** **Week 2 – A Windy Day in Spring – Charles Ghinga** **Week 3 - Going on a bear hunt – Michael Rosen** **Week 4 - Africa is not a country Mark Melnicove** **Week 5 - The Gruffalo - Julia Donaldson** **Week 6 - The caboose who got loose - Bill Peet**	**Week 1 - World in Danger – Frankie Morland** **Week 2 - The Little Red Hen – Ladybird books** **Week 3 – The Tiny Seed – Eric Carle** **Week 4 – Ouch – Ragnhild Scamell** **Week 5 - Mad about minibeasts! David Wojtowycz** **Week 6 – The Very Hungry Caterpillar – Eric Carle**	**Week 1 Oliver's Vegetables - Vivien French** **Week 2 - The Cook and the King – Julia Donaldson** **Week 3 - The Scarecrows Wedding - Julia Donaldson** **Week 4 - The Gingerbread Man - Miles Kelly** **Week 5 - The Three Billy Goats Gruff - Mary Finch** **Week 6 - Goldilocks and the Three Bears - Susanna Davidson**	**Week 1 – Jack and the beanstalk – Ladybird books.** **Week 2 - The Lighthouse Keepers Lunch – Ronda and David Armitage** **Week 3 - The snail and the whale – Julia Donaldson** **Week 4 - What the ladybird heard at the seaside - Julia Donaldson** **Week 5 - I spy on holiday Maureen Roffy** **Week 6 - Tom and the Island of Dinosaurs - Ian Beck**
Additional Texts:	My Monster and Me – Nadiya Hussain and Ella Bailey. The Colour Monster goes to School – Anna Llenas Big Book of Families – Mary Hoffman Elmer- David Mckee Harry and the dinosaurs go to school – Ian Whybrow Rainbow fish – Marcus Pfister Pete the Cat – Eric Litwin What makes me a me? – Ben Faulks How are you feeling today – Molly Potter It's ok to be different – Todd Parr Home – Carson Ellis	On the moon – Anna Milbourne Peace at last – Jill Murphy The Sea of Tranquillity – Mark Haddon We're going on an elf chase – Martha Mumford Way back home – Oliver Jeffers The Jolly Christmas Postman – Janet and Allan Ahlberg Q Pootle 5 in space – Nick Butterworth Lighthouse Keeper set – David and Ronda Armitage Why is night dark? Usbourne	Handa's Surprise – Eileen Brown We're going on an egg hunt – Martha Mumford Going on -set of transport books Terrific trains – Tony Mitton Amazing aeroplanes – Tony Mitton Cool cars – Tony Mitton Busy Boats – Tony Mitton	What the ladybird heard – Julia Donaldson Life cycle books – The little red hen – Ladybird books Old Macdonald had a farm – The Very Lazy ladybird – Isobel Finn	The Enormous Turnip – Ladybird Books The Three Little Pigs – Mara Alperin The princess and the pea. The Elves and the Shoemaker Jack and the Beanstalk – Ladybird books	Tiddlers – Julia Donaldson The Prince and the Pea – Katie Dale The Queen of Hearts – Mary Englebreit
Wow Moments / Enrichment opportunities:	Fire engine visit Autumn trail around school. Invite a park ranger in to talk about the Burn. Harvest. Birthdays. Favourite songs. What do I want to be when I grow up dress up day. Halloween Children's Mental Health Week	Bonfire night. Remembrance Day. Diwali. Christmas Time - (lunch and party day). Children in Need. Road Safety. Black History Month. Anti bullying week. Life cycles – out from the darkness. World Book Day	Picnic. Posting a picture to someone. Treasure maps. Beach day. Locomotion visit. Food tasting from around the world. Mother's Day	Visit the burn / walk to the park. Planting seeds and bedding plants. Easter time. Weather experiments. Nature hunts. Science week. Visit to a nature themed environment. Tadpoles to frogs.	Fairy gardens. Library visit. Author visit. Castle building. Outdoor story telling. Role play – retelling well know stories.	Beach day. Ice cream van visit. Learning sea shanties. Healthy Eating Week. Under the sea – dress up day. Visit to a castle.
Role Play ideas: **(Only 1 per half term will be used).**	Baby Clinic Pet Shop Home Corner Gym Hairdressers	Rocket ship Lighthouse Dark dens Christmas Post office / Elf workshop	Lifeboat Aeroplane Ticket office / Train station	Garden Centre Flower shop Farm shop	Castle Library Costume shop / fancy dress	Ice cream parlour Beach hut Beach cafe

Possible themes:	Marvellous Me!	Who made it so dark?	Ticket to ride!	How does your garden grow?	Happily, Ever After	What will the summer bring?
Talk through Topic – Floor Books. **5 talking points each week, around the theme. 3 groups**	**Week 1** – My family, where I live, likes and dislikes, what makes me special? **Week 2** – Colour Monster / emotions. **Week 3** - Our local community and the town of Newton Aycliffe. **Week 4** – Looking after ourselves and our body parts. **Week 5** – Harvest and sharing. **Week 6**- Black history month – Daddy and Me by Emma Phillips	**Week 1** – The seasons. **Week 2** – Space – The Moon. **Week 3** – Who is God? **Week 4** – Remembrance / Poppies. **Week 5** – The Earth – why are we moving? **Week 6** – The Christmas Story.	**Week 1** – How has transport changed over time? **Week 2** - The United Kingdom. **Week 3** – Exploring Holy Books. **Week 4** – Maps. **Week 5** – Pets. **Week 6** – Animals from around the world.	**Week 1** – What is Easter? **Week 2** – What makes a flower? **Week 3** – Farm animals and their babies. **Week 4** - Lifecycles – including some plants. **Week 5** – Where did the caterpillar go? **Week 6** – Minibeasts.	**Week 1** -What is a fairy tale? **Week 2** – The Queen. **Week 3** – Castles. **Week 4** – Bible Stories. **Week 5** – Exploring materials. **Week 6** – Different towns in the UK.	**Week 1** – The seaside and how it has changed over time. **Week 2** – The seasons and the weather. **Week 3** – Water. **Week 4** - Special buildings and worship. **Week 5** – Different clothing **Week 6** – Sun safety.
Communication and Language:	**Educational Programmes - EYFS:** **Communication and Language** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions 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, story-telling 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 and Understanding*** Children will be able to understand how to listen carefully and know why it is important. ***Speaking*** Children will talk in front of small groups and their teacher offering their own ideas.	***Listening, Attention and Understanding*** Children will begin to understand how and why questions. ***Speaking*** Children will use new vocabulary throughout the day.	***Listening, Attention and Understanding*** Children will learn to ask questions to find out more. ***Speaking*** Children will talk in sentences using conjunctions, e.g. and, because.	***Listening, Attention and Understanding*** Children will retell a story and follow a story without pictures or props. ***Speaking*** Children will engage in non-fiction books and to use new vocabulary in different contexts.	***Listening, Attention and Understanding*** Children will be able to understand a 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.	***Listening, Attention and Understanding*** Children will be able to have conversations with adults and peers with back-and-forth exchanges. ***Speaking*** Children will use talk in sentences using a range of tenses.
	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.					
	Become familiar with our repeated reads and begin talking about the settings and the characters Begin to build a bank of specific vocabulary when talking about families and autumn. Enhance their repertoire of songs and rhymes Begin to share non-fiction books Begin to explore social phrases and when supported put them into use	Develop a range of social phrases for use throughout the day Know why it is important to listen in a range of different contexts Share their ideas with their friends and a familiar adult Begin to ask questions to find out more Use taught vocabulary with growing confidence when playing and talking Use past tense appropriately when talking about things that have happened Use phrases from the repeated read stories when looking at the books independently. Begin to pay attention to how rhymes and songs sound Know that non-fiction books can be used to find out information	Continue to develop their knowledge of subject specific and everyday vocabulary Talk about a range objects and events in greater detail. Share their thoughts and ideas with increasing confidence within a larger group Begin to use future tense correctly when talking about things that are going to happen Retell the repeated read stories using their own words and familiar phrases Show an awareness of rhyming words in familiar rhymes and songs Listen to and talk about familiar non fiction books	*U*se taught vocabulary with confidence when talking and playing Use vocabulary gained from books when talking and playing. Listen attentively in a greater range of contexts Be able to talk about their thoughts and ideas using longer sentences. Begin to use a range of tenses when speaking. Talk about familiar stories in greater detail. Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song	Continue to learn and use new vocabulary throughout the day. Narrate events and talk about previous events. Describe events in some detail. Use talk to help work out problems. Begin to ask questions to gain a better understanding / clarify their thinking. Begin to use connectives to connect their ideas when speaking. Talk about what might happen and how things work. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Begin to 'clap out' longer, interesting words in familiar rhymes and songs	Listen attentively and respond to what they hear when being read to and in whole class discussions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in discussions in a range of different contexts. Offer explanations for why things might happen using learned vocabulary. 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 support.

					Continue to explore nonfiction texts linked with new knowledge and vocabulary.	

Personal, Social and Emotional Development: 	**Educational Programmes – EYFS – PSED:** 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.					
	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. ***Managing Self*** Children will learn to wash their hands independently. ***Building Relationships*** Children will seek support from adults and gain confidence to speak to peers and adults.	***Self-Regulation*** Children will talk about how they are feeling and to consider others feelings. ***Managing Self*** Children will understand the need to have rules. ***Building Relationships*** Children will begin to develop friendships.	***Self-Regulation*** Children will be able to focus during longer whole class lessons. ***Managing Self*** Children will begin to show resilience and perseverance in the face of a challenge. ***Building Relationships*** Children will be able to use taught strategies to support in turn taking.	***Self-Regulation*** Children will identify and moderate their own feelings socially and emotionally. ***Managing Self*** Children will develop independence when dressing and undressing. ***Building Relationships*** Children will listen to the ideas of other children and agree on a solution and compromise.	***Self-Regulation*** Children will be able to control their emotions using a range of techniques. ***Managing Self*** Children will manage their own basic needs independently. Children will learn to dress themselves independently. ***Building Relationships*** Children will learn to work as a group.	***Self-Regulation*** Children will be able to follow instructions of three steps or more. ***Managing Self*** Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. ***Building Relationships*** Children will have the confidence to communicate with adults around the school.
	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. ***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.					
Fundamental British Values:	***Democracy:*** *To support children to understand that they are part of a family, class, group, school and wider community.* ***The rule of law:*** *For all children to be included as we decide on the classroom rules. Share the values of the school.* ***Individual liberty:*** *Provide opportunities to develop children's self-esteem and confidence in their own abilities and allow them to develop a positive sense of themselves. Ensure all children are happy and safe in the environment.* ***Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:*** *To ensure we foster an environment that promotes values, including the school values, and respects all people in the environment.* *We will look at:-* *School Rules* *Class Rules* *School Values* *Behaviour in School*	***Democracy:*** *To use group times and circle times to promote turn taking and to encourage children to listen to each other and to value everyone's contribution.* ***The rule of law:*** *To offer support and guidance as they explore the jobs of those who uphold the law of our country, police, court etc.* ***Individual liberty:*** *Encourage children to ask questions, and ensure that their contribution is always valued – no matter what.* ***Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:*** *Explore National Commemorations and such as Remembrance Day, and other acts of Remembrance from around the world.* *Foster and inclusive approach to one another, valuing all that an individual has to offer.*	***Democracy:*** *To ensure that all children are offered choices at differing times of the day – to ensure they have some power over their lives, to develop independence and key life skills.* ***The rule of law:*** *To talk about why rules are needed and how everyone is accountable for complying to them and discuss consequences should wrong choices be undertaken.* ***Individual liberty:*** *Provide opportunities for the children to take risks and challenges, developing their personal responsibility, perseverance and resilience.* ***Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:*** *Allow all children to share their own experiences, whilst responding appropriately to the experiences that others may share. This could include festival, special days, extended family units and different occupations.*	***Democracy:*** *Ensure children have a safe area to make decisions, share ideas, consider different routes of actions, make mistakes and learn from them.* ***The rule of law:*** *To support and encourage children in their understanding of how to keep themselves safe, and how conflict can be resolved, appropriately.* ***Individual liberty:*** *Encourage children to explore their own thoughts and ideas amongst their peers, demonstrating their feelings and use of vocabulary.* ***Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:*** *To make links in the wider community, to allow children to see people working in a variety of differing contexts – vicar, shop worker, police, fire fighter, refuse collector.*	***Democracy:*** *Encourage all children to value each other's views and talk about their feelings, including likes and dislikes.* ***The rule of law:*** *Ensure we have an environment where actions are followed up, and discussions take place, ensuring conflicts are resolved and all communication is responded to.* ***Individual liberty:*** *Extend the children's independence, offering more choices along with opportunities to develop their own lead and ideas.* ***Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:*** *Encourage all children to appreciate similarities and have an awareness of differences, whilst helping them to build constructive and respectful relationships.*	***Democracy:*** *To promote the notion that all ideas, views and opinions matter and are listened to.* ***The rule of law:*** *To ensure children understand how their own behaviour along with that of other's can affect peoples feelings and that may result in a consequence.* ***Individual liberty:*** *Offer a wide range of gender neutral activities and ensure that all children are exposed to as big a range as possible, whilst ensuring no barriers are built.* ***Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:*** *Help children to explore faiths, cultures, traditions, family make up, communities and ways of life, allowing them to be curious and appreciative.*

PSCHE / RSE Key themes to run across the year: Health and Wellbeing Living in the wider world Relationships	*All about me.* *Me and my family* *Who are my friends?* *What foods do I like?* *Harvest* *Relaxation techniques* *Physical health and fitness* *Exploring individual differences* ***Health and well being:*** *Develop an understanding of the importance of making healthy choices (allergies, diet, sleep, screen time, germs and health).* ***Relationships: Feelings and emotions*** *Understand emotions.* *Develop strategies or managing feelings.* *Understand that it is ok to ask for help.*	*How do I keep safe? –road safety, including dark nights.* *Antibullying week* *Families and people who are for me* *Sharing and how we treat others* ***Health and well being:*** *Identifying risks to keep ourselves and others safe,* *Understand that rules are to keep ourselves and others safe.* ***Relationships:*** *Managing friendships and social interactions.* *Being aware of our own needs and having empathy for and understanding others.*	*Understanding and respecting other cultures* *New year's resolutions* *Mental well-being* *Mindfulness and yoga* *Health and safety and online safety* ***Living in the wider world:*** *Understand that sometimes we have to do things we don't like doing.* *Developing a sense of responsibility.* ***Health and well being:*** *Identifying risks to keep ourselves and others safe,* *Understand that rules are to keep ourselves and others safe.* ***Computer and Online Safety:*** *Understand risks and how to stay safe when using technology.*	*Easter* *Shrove Tuesday and Mother's Day* *Planting seeds* *Caring for our environment* *Nurturing and caring* *Self regulation* *Exploring feelings* *Sharing with others* *Managing self* ***Relationships: Feelings and emotions*** *Understand emotions* *Develop strategies for managing feelings.* *Understand that it is ok to ask for help* ***Relationships:*** *Managing friendships and social interactions.* *Being aware of our own needs and having empathy for and understanding others.* ***Living in the wider world:*** *Understand similarities and differences* *Identify people who help us in our local community* *Respecting our local environment*	*Teamwork – how working together can overcome barriers* *Caring for the environment* *Recycling and pollution* ***Relationships:*** *Managing friendships and social interactions.* *Being aware of our own needs and having empathy for and understanding others.* ***Living in the wider world:*** *Understand similarities and differences* *Identify people who help us in our local community* *Respecting our local environment*	*Feelings and change - Moving to a new Class / Transition to year 1.* *Caring and friendships* *Mental wellbeing* ***Living in the wider world:*** ***Change and Transitions*** *Manging new experiences* *Taking on a new challenge* *Building confidence* *Manging changes at home*
Book links:	*How do you feel – Anthony Browne* *Time to share – Kate Tym* *The Lion who wanted to love – Giles Andreae and David Wojtowycz* *Family and Friends – Let's read and talk about.* *Guess How much I love you – Sam McBratney* *A friend like you – Julia Hubery* *Everbody feels Happy – Jane Bingham* *Don't be afraid little one – Caroline Pitcher* *I'm tired and other body feelings – Clare Hibbert* *Different Families- Our Values* *My Health – Our Values* *The picky eater – Betsy Parkinson* *Never ask a dinosaur to dinner – Gareth Edwards*	*Sometimes I feel sunny – Gillian Shields* *I'm almost always kind – Anna Milbourne* *Not me, said the monkey – Colin West* *How can I be kind – Katie Daynes* *Angry – Janine Amos* *I feel sad – Mike Gordon* *I'm shy – Karen Bryant Mole* *Words are not for hurting – Elizabeth Verdick* *Keeping safe with friends and family – Honor Head* *Eleanor won't share – Julie Gassman* *Freddie the fox feels frightened, John Wood* *Staying safe – Our Values* *Making Choices – Our Values*				

Physical Development:	**Educational Programmes – EYFS** **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 childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. 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 in school provide the vital link 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.					
	Gross Motor Children will learn to move safely in a space. ***Fine Motor*** Children will begin to use a tripod grip when using mark making tools.	***Gross Motor*** Children will explore different ways to travel using equipment. ***Fine Motor*** Children will accurately draw lines, circles and shapes to draw pictures.	***Gross Motor*** Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. ***Fine Motor*** Children will handle scissors, pencil and glue effectively.	***Gross Motor*** Children will jump and land safely from a height. ***Fine Motor*** Children will use cutlery appropriately.	***Gross Motor*** Children will move safely with confidence and imagination, communicating ideas through movement. ***Fine Motor*** Children will hold scissors correctly and cut out small shapes.	***Gross Motor*** Children will be able to play by the rules and develop coordination. ***Fine Motor*** Children will form letters correctly using a tripod grip.
	Gross Motor: 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:*** 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
	Move with Max: **Aliens love underpants**	**Move with Max:** **Tiny whale a fishy tale**	**Move with Max:** **Gruffalo**	**Move with Max:** **Tiny whale a fishy tale**	**Move with Max:** **Gruffalo**	**Move with Max:** **Aliens love underpants**
	PE Planning: **Me and Myself:** • Ability to dress themselves with support if necessary. • Moves freely and with pleasure and confidence in a range of skilful ways. • Engages in conversation with others. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. • Ability to link sounds to letters, naming and sounding the letters of the alphabet.	**PE Planning:** **Movement Development:** • Travels with confidence and skill in a range of movements when using equipment. • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. • Moves freely and with pleasure and confidence in a range of skilful ways. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.	**PE Planning:** **Throwing and Catching:** • Showing increased control when catching a ball. • Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.	**PE Planning:** **Fun and games:** • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Moves freely and with pleasure and confidence in a range of skilful ways. • Shows understanding when counting objects to 10 and beginning to count beyond 10.	**PE Planning:** **Dance:** • Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music.	**PE Planning:** **Ball Skills:** • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. • Can play in a group, extending and elaborating play ideas within the group. • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Shows increasing control when throwing and catching a large ball.

Literacy	**Educational Programme – EYFS – 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 in embedded throughout their Reception year. 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, which will be taught through Little Wandle, 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 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 letter/letters.	***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.
	Little Wandle: Phase 2 **Week 1: s,a,t,p** **Week 2: i,n,m,d** **Week 3: g,o,c,k (is)** **Week 4: ck,e,u,r (I)** **Week 5: h,b,f,l (the)** **Week 6: Assessment and Review**	**Little Wandle: Phase 2** **Week 1: ff, ll, ss, j** **(put* pull* full* as)** **Week 2: v, w, x, y** **(and has his her)** **Week 3: z, zz, qu** **words with –s /s/ added at the end (hats sits) ch** **(go no to into)** **Week 4: sh, th, ng, nk** **(she push* he of)** **Week 5: words with –s /s/ added at the end (hats sits)** **words ending in s /z/ (his) and with –s /z/ added at the end** **(we me be)** **Week 6: Assessment and Review**	**Little Wandle: Phase 3** **Week 1: ai, ee, igh, oa** **Week 2: oo *oo* ar or** **(was you they)** **Week 3: ur, ow, oi, ear** **(my by all)** **Week 4: air, er** **words with double letters: dd, mm, tt, bb, rr, gg, pp** **(are sure pure)** **Week 5: longer words** **Week 6: Assessment and Review**	**Little Wandle: Phase 3** **Week 1: review Phase 3: ai,ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear** **Week 2: review Phase 3: er, air words with double letters longer words** **Week 3: words with two or more digraphs** **Week 4: longer words, words ending in –ing, compound words** **Week 5: longer words, words with s /z/ in the middle, words with –s /s/ /z/ at the end, words with –es /z/ at the end** **Week 6: Assessment and Review**	**Little Wandle: Phase 4** **Week 1: short vowels CVCC** **(said so have like)** **Week 2: short vowels CVCC CCVC** **(some come love do)** **Week 3: short vowels CCVCC CCCVC CCCVCC** **(were here little says)** **Week 4: longer words compound words** **(there when what one)** **Week 5: root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est** **(out today)** **Week 6: Assessment and Review**	**Little Wandle: Phase 4 graphemes:** **Week 1: long vowel sounds CVCC CCVC** **Week 2: long vowel sounds CCVC CCCVC CCV CCVCC** **Week 3: Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words Week 4: root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5: root words ending in: –er, –est longer words** **Week 6: Assessment and Review**
Writing – themed to Little Wandle phonics delivery.	Words, lists, cards and captions Writes their name independently Form the capital letter at the start of their name correctly Form some recognisable letters Spell some CVC words using segmenting and blending	Form capital letters correctly in words that are important to them e.g., family names Form some recognisable letters Begin to write simple labels and captions Begin to use taught tricky words in their writing	Begin to combine words to write short phrases Spell words out confidently using Taught techniques before writing Form letters with increasing accuracy Use taught digraphs successfully in their writing.	Spell a range of words using single sounds and taught digraphs Form letters with increasing accuracy Write simple phrases with increasing confidence, using segmenting to help sound out words	Be able to form lower-case and some capital letters correctly To begin to write simple sentences that can be read by others Begin to spell some taught tricky words correctly	Use a capital letter and full stop when writing sentences. Re-read their writing to check that it makes sense. Spell a range of common exception words correctly
	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.					

Mathematics:	**Educational Programme – EYFS – Mathematics:** 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.					
	Number Children will have a deep understanding of 1-3. ***Numerical Patterns*** Children will verbally say which group has more or less.	***Number*** Children will have a deep understanding of numbers 1-5. ***Numerical Patterns*** Children will compare equal and unequal groups.	***Number*** Children will have a deep understanding of numbers 1-8. ***Numerical Patterns*** Children will understand and explore the difference between odd and even numbers.	***Number*** Children will have a deep understanding of numbers 1-10. ***Numerical Patterns*** Children will add and subtract using number sentences.	***Number*** Children will revise number bonds to 5. ***Numerical Patterns*** Children will share quantities equally.	***Number*** Children will know number bonds to 10, including doubling facts. ***Numerical Patterns*** Children will be able to count beyond 20 and higher.
	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.					

Autumn 1	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Mastering Number Number Blocks linked episodes						**Week 1** **Subitising** Perceptual subitising 1 and 2, describing spatial patterns with 3 dots, represent quantities on their fingers in different ways, Identify sub groups of 1, 2 and 3 within larger arrangements. S1 Ep 1 One S1 Ep 2 Another One S1 Ep 3 Two S1 Ep 4 Three S1 Ep 5 One, Two, Three! NCETM Powerpoint to colsolidate. Numberblocks – Series 1 | NCETM	**Week 2** **Counting, cardinality and ordinality** Counting to find out 'how many altogether', develop 1:1 correspondence by moving or tagging the objects.
WRM	**Getting to know you!**		**Phase 1 - Just like me**				**Phase 2 - Its Me 123!**
Number	Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of day, class routines.	Exploring the continuous provision inside and out. Where do things belong? Positional Language	**Match** Provide opportunities for the children to explore and match objects which are the same. Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine?	**Sort** Children learn that collections can be sorted into sets based on attributes such as colour, size or shape. Sorting enables the children to consider what is the same about all the objects in one set and how they are different to the other sets. They begin to understand that the same collection of objects can be sorted in different ways.	**Compare amounts** Once children can confidently sort collections into sets they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more, the same or fewer than another set. NOTE – it is easier for children to notice the difference between sets when the difference is greater. Start by asking the children to compare 2 and 5 rather than 5 and 6	**Comparing 1,2 & 3** Children begin to understand that as we count, each number is one more. Similarly, as we count back, each number is one less than the previous number.	Children identify, representations of 1,2,3. They subitise or count to find out how many and make their own collections of 1,2 and 3 objects. They match the number names we say to numerals and quantities. They count up to 3 objects in different arrangements by touching each object as they count and recognise that the final number they say names the set. They use their own mark making to represent 1,2 and 3

Measure, Shape and Spatial thinking					S1 Ep. 9 Off we go S1 Ep 10. How to Count	**Exploring Pattern** (Mon – followed by CP activities) Children copy, continue and create their own patterns. It is important to provide patterns with at least three full units of repeat. Encourage the children to say the pattern out loud	**Geometry and Spatial thinking** Circles and Triangles Spatial Awareness Children begin to understand that as we count, each number is one more. Similarly, as we count back, each number is one less than the previous number. **Circles and triangles** Children learn that circles have 1 curved side and that triangles have 3 straight sides. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own circles and triangles. It is important to show circles and triangles in a variety of different shapes and sizes and orientations and sides of different lengths.
Linked Stories, Rhymes, Games or Resources			Noah's Ark Monkey Puzzle	The Button Box M, Reid Frog and Toad – A lost button Arnold Lobel Which one doesn't belong https://wodb.ca/	A Squash and a Squeeze – Julia Donaldson Seaweed Soup – Stuart J Murphy The Enormous Turnip	We're going on a Bear Hunt	Circle by Mac Barnett Triangle by Mac Barnett The Mr Men Books Three Little Firefighters by Stuart J Murphy Round in the Moon cake by Roseanne Thong My hat, it has three corners song

Autumn 2	**Week 8**	**Week 9**	**Week10**	**Week 11**	**Week 12**	**Week 13**	**Week 14**
Mastering Number		**Week 3** **Composition** (Exploring composition of numbers 3, 4)	**Week 4 Subitising** (Continuing to develop perceptual subitising and beginning to use conceptual within number 4)	**Week 5** **Comparison** (More than/fewer than)	**Week 6** **Counting, Ordinality & Cardinality** Counting to find out 'how many' altogether, 1:1 correspondence, Deepening understanding of 5 as a quantity, representing 5.		
WRM	**Just Like Me**	**Phase 2 It's Me 1,2,3!**			**Phase 3 - Light and Dark**		
Number Number Blocks linked episodes	**(1 day numeral and visual recognition of 1, 2 & 3)** **Representing 1,2 & 3** S1 Ep1. Meeting One Children identify, representations of 1,2,3. They subitise or count to find out how many and make their own collections of 1,2 and 3 objects. They match the number names we say to numerals and quantities. They count up to 3 objects in different arrangements by touching each object as they count and recognise that the final number they say names the set. They use their own mark making to represent 1,2 and 3	**(1 day numeral and visual recognition of 4)** **Composition of 1,2 & 3** S1 Ep 4 Three Meet 3 S1 Ep 8. The Three Little Pigs S1 Ep 5 One, Two, Three S1 Ep 11. Stampolines S1 Ep 12. The Whole of me Introduce the children to the idea that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 2 and 3, for example 3 can be composed of 1 and 1 and 1 or 2 and 1 or 1 and 2.	**Representing numbers to 5:** Four S1 Ep 6: Four S1 Ep 13. The Terrible twos	**One More / One Less:** Children continue to count, subitise and compare as they explore 1 more and 1 less. Encourage children to use a five frame to represent numbers and to predict how many there will be if they add 1 more or take 1 away. Prompt children to see the link between counting forwards and the one more pattern and counting backwards and the one less pattern.		**Numbers to 5:** Five S1 Ep 7: Five Children continue to subitise up to 5 items and to count forwards and backwards using the counting principles. They represent up to 5 objects on a 5 frame and understand that if the frame is full then there are 5.	

Measure, Shape & Spatial thinking	**Compare size, Mass & Capacity** **(1 day on each)** Children learn that objects can be compared and ordered according to their size. Encourage the use of language such as big and little, small and large to describe a range of objects. More specific language such as tall, long, short can also be introduced.		**Geometry and Spatial thinking:** Shapes with 4 sides S1 Ep 6. Four Children count on and back to 4. They count and subitise sets of up to 4 objects to find out how many and make their own collections. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. When counting they continue to learn that the final number they the names the set. They use their own mark making to represent numbers to 4. Shapes with 4 sides Children learn that squares and rectangles have 4 straight sides and 4 corners. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own squares and rectangles. It is important to show squares and rectangles in a variety of different shapes and sizes and orientations	**Positional language/Spatial Awareness** Introduce the children to the idea that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 2 and 3, for example 3 can be composed of 1 and 1 and 1 or 2 and 1 or 1 and 2. **Spatial awareness** Children hear and begin to use positional language to describe how items are positioned in relation to other items. They build life-sized journeys outdoors and travel through them, exploring them from different perspectives. They begin to represent real places they have visited or places in stories with their models, drawings or maps.			**Night and Day:** Children talk about night and day and order key events in their daily routines. They use language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow. Children begin to measure time in simple ways e.g. counting the number of sleeps until an important event or using timers to measure durations of events.
Linked Stories, Rhymes, Games or Resources	The Three Bears The Three Little Pigs The Little Bear and the Fish Wish – Debi Gloiri When Goldilocks went to the house of the bears song Pink Tiara cookies for three – Maria Dismondy Hickory, Dickory Dock 123 at the Zoo by Eric Carle I'm Number One by Michael Rosen One Bear at Bedtime – Mick Inkpen	Pete the cat and his 4 groovy buttons by Eric Litwin Witches Four – Marc Brown Washing Line – Jez Aldborough Anno's counting book by Mitsumasa Anno	Square by Mac Barnett Mr Strong by Roger Hargreaves Bear in a square by Della Blackstone	We're going on a Bear Hunt Rosie's walk by Pat Hutchins Little Red Riding Hood Me on a map by Joan Sweeney Mrs Wishy-Washy In and out the dusty blue bells song		Kipper's birthday by Mick Inkpen 5 Little Friends by Sarah Dyer Five little men in a flying saucer by Dan Crisp 5 Small stars by Ladybird Five Currant buns Five Little monkeys One elephant went out to play	

Spring 1	Week1	Week2	Week 3	Week 4	Week 5	Week 6
Mastering Number **Training Video Wks 11-15**	**Week 7** **Comparison** Compare numbers of objects in two sets by matching them 1:1, identifying when quantities are the same/equal.	**Week 8** **Composition** Understand language of whole and parts, Composition of 2 and 3, Know 1 and 2 are parts of 3.	**Week 9** **Composition of 3, 4 & 5** Combining parts in different ways, Spatial arrangements	**Week 10** **Counting, Ordinality & Cardinality** Purpose of counting to find out 'how many objects there are altogether', revisit 1:1 correspondence, develop understanding of cardinality as last number counted, begin to count abstract things.	**Week 11** **Subitising** Use perceptual subitising skills in increasingly complex arrangements. For larger quantities, begin to use skills of conceptual subitising, beginning to quickly see the sub-groups within these larger numbers. Develop skills of visualising. Using spatial language to describe sub-groups within these arrangements. Continue representing quantities in different ways, including by showing amounts on 1 hand 'all at once'. Recognition of numerals to 5, matching numerals to correct quantities in various games.	**Week 12** **Counting, Ordinality & Cardinality** Purpose of counting to find out how many objects there are. Name the objects being counted to emphasise the numerosity of the set. Revisit concept of cardinality-last number in the count tells us how many things there are ALTOGETHER. Stable order principle – rehearsing the order of the first 5 numbers and understanding that the position each number holds in our number sequence does not change. Within 5, develop ordinal aspect by investigating the difference in value of consecutive whole numbers. Each number has a value of 1 more than the previous number.
WRM	**Phase 4 - Alive in 5!**					
Number Number Blocks linked episodes	**Comparison to 5** Children continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations. Support the children to make comparisons in different contexts as they play.	**Introducing 0** The children will already have some practical understanding of 'nothing there' or 'all gone'. Here, they learn that the number name zero and the numeral 0 can be used to represent this idea. The children should be given opportunities to apply this understanding within the classroom. E.g. There are 0 children playing in the sand. Number songs which count back help to develop the understanding that 0 is one less than one.	**Composition of 4, 5** Children will continue to develop the understanding that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 4 and 5. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4.		Series 3, Episode 1, Once Upon a Time (Numeral linked to Three). S1 Ep 6. Four S1 Ep 7: Five	**Numbers to 5:** One more and One less S1 Ep. 14. Holes S1 Ep. 15. Hide and Seek **(1 day)**
Measure, Shape & Spatial thinking	**Winter Activity Week (Morning Activities)**	**Comparing Capacity** Encourage children to build on their understanding of full and empty to show half full, nearly full and nearly empty. Provide opportunities to explore capacity using different materials such as sand, water, rice and beads. Provide different shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small post or ladles to make indirect comparisons by counting how many pots it takes to fill each container	**Comparing Mass (2)** Children may already have some experience of weight through carrying heavy and light items. Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use scales to check. Prompt them to use the language of heavy, heavier then, heaviest, light, lighter than, lightest to compare items starting with items which have an obvious difference in weight. Avoid the common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones.	**Measurement: Time:** Night and Day **(1 day)** Children talk about night and day and order key events in their daily routines. They use language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow. Children begin to measure time in simple ways e.g. counting the number of sleeps until an important event or using timers to measure durations of events.		
Linked Stories, Rhymes, Games or Resources	I Spy Numbers – Jean Marzello Anno's Counting Book – Mitsumasa Anno The Ugly Five – Julia Donaldson The Blue Balloon –Mick Inkpen	None the number – Oliver Jeffers Zero is the leaves on the tree – Betsy Franco	A Squash and a squeeze – Julia Donaldson Room on the Broom – Julia Donaldson Who Sank the Boat – Pamela Allen	Fox in the Dark by Alison Green Peace at Last by Gill Murphy Kipper's Monster by Mick Inkpen Day Monkey, Night Monkey by Julia Donaldson The Dark, Dark tale by Ruth Brown		Kipper's Toybox – Mick Inkpen The Gingerbread Man The Enormous Turnip The Very Hungry Caterpillar Stella to Earth! By Simon Puttock Five little speckled frogs

			Balancing Act – Ellen Stoll Walsh	Funny Bones by Janet & Alan Allberg Days of the week song		Five Currant buns Five Little ducks

Spring 2	Week 7	Week 8	Week 9	Week 10	Week 11
Mastering Number	**Week 14** **Composition** Develop understanding of composition, or the numbers within numbers. Explore ways to represent numbers using the Hungarian number pattern (die pattern). Consolidate the '5-ness' of 5, and provide structures that will support exploration of its composition and its relationships with other numbers. Secure understanding of the pairs of numbers that make 5, and use double dice frames to begin to explore 6 and 7 as numbers that are composed of '5 and a bit'.	**Week 15** **Comparison** Further develop the skill of noticing attributes and understanding differences and similarities. Focus exclusively on the numerosity of sets, without being diverted by colour, shape or size. Notice when quantities are equal or unequal, and begin to consider how they can manipulate the number of objects in 2 sets to make them equal. Language-reinforce the language of 'more than', 'fewer than' and 'an equal number' to describe how many objects there are in each set. 'Fewer than' is used rather than 'less than', as the focus is on countable things.	**Week 16**	**Week 17**	**Week 18**
WRM	**Phase 5 - Growing 6, 7, 8**		**Phase 6 - Building 9 and 10**		
Number Number Blocks linked episodes	**6, 7, 8** S2 Six, Seven, Eight Children continue to apply the accounting principles and counting to 6, 7 and 8 they represent 6, 7 and 8 in different ways and can count out the required number of objects from a larger group arranging 6, 7 or 8 items into smaller groups or support the children to conceptually subitise and see how the numbers are made up of smaller numbers E.g. I know it is eight because I see four and four encourage the children to order and compare their representations noticing one more less patterns as they count on and back to 8	S2 Just Add 1, Counting Sheep, Double Trouble, Fluffies S3 Octoblock to the rescue **Making Pairs** Children build on their earlier work and matching to find and make pairs they begin to understand that a pair is to provide collections of items which come in pairs encourage the children to arrange a small quantity into pairs and noticed that some quantities will have an odd one leftover was no partner teach the children to play games which involve matching pairs for example snap on memory games	**9 and 10** S2 Nine, Ten, Blast Off, Three Threes, ten Green Bottles S3 Blockzilla, Now we are 6-10, Numberblobs, Building Blocks, Hiccups, What's the difference? Flatland, Pattern Palace Children continue to reply accounting principles and counting to 9 and 10 forwards and backwards they represent nine and 10 in different ways arranging nine or 10 items into small groups will support the children to conceptually subitise these large numbers and explore their composition e.g. I know it's nine because I see three and three and three children noticed a 10 frames film and there is 10 I can use 10 frames fingers and bits of string to subtypes groups and nine and 10	**Comparing Numbers to 10** **Bonds to 10** S2 Numberblock Castle S3 Ten Again, Peekaboo, Five & Friends, The Legend of Big Tum S5 Now you see us, Drawing Numbers, What's my number? **Comparing Numbers to 10** Children continue to make comparisons by lining items up with one-to-one correspondence to compare them directly or by counting each set carefully and comparing their position in accounting order as children sense of number develops so does analogy of where each number six in relation to the other numbers they understand that when making comparisons a second I'm more items for your items are the same number of items is another set they begin by comparing to quantities and progress to ordering three or more quantities **Bonds to 10:** The children explore number bonds to 10 using real objects in different concept contexts e.g. there are 10 apples how many in the tree and how many on the ground 10 frames or egg boxes with 10 holes can be partially filled with objects and the children asked how many more do we need to make a full 10 other manipulatives such as fingers beads and strings and number shapes I will see useful for exploring bonds to 10	**Combining Two Groups** Children begin to combine 2 groups to find how many altogether. They should be given opportunities to do this in many contexts using real objects. E.g. There are 3 frogs on the log and 4 in the pool. How many frogs altogether? Encourage the children to subitise where possible although they may need to count in ones to find how many altogether. The interactive whiteboard files can also be used to create pictorial scenes for the children to discuss.
Measure, Shape & Spatial thinking		**Length & Height (Comparing Height-same/different,taller/shorter,longer/shorter)** Children begin by using language to describe length and height e.g. the tree still definitely short making direct comparisons they may initially say something is bigger than	**Time (Days of Week, Measuring Time)** Children continue to order and sequence important times in the day and use language is such is now before later soon after and then and next to describe when events happen they begin to recognise that regular	**Patterns** Build on the children's earlier a B pattern work by introducing more complex patterns the children explore patterns which use the terms items more than once in each repeat for example ABBAAB	**3D Shapes** Children will naturally exploring manipulate 3-D shapes through their black plate and modelling prompt them to consider which shape stack and which shapes role and why that is. They should be given opportunities to build using a variety of shapes and construct and 3-D shapes in different

		something else increase in which is more specific mathematical vocabulary relating to length longer shorter height taller shorter and breath my dinner I will encourage the children to making direct comparisons using objects such as block so cubes to measure items e.g. this Andres for blacks long the table is five blocks along the sand tray shorter than the table	events happened on the same day each week and use the vocabulary yesterday today and tomorrow to describe on events happen children are able to describe significant events in their lives and talk about events they are looking forward to the left to their own experiences in the stories they read that some processes such as growing vegetables take a longer time	Again it is important that each pattern new model has at least 3 - 4 units of repeat the more units of repeat the easier it is to identify and continue the pattern encourage the children to say pattern aloud and create patterns around the edges of shapes as well as in straight lines	ways children can be introduced to the names of the shapes and be given the opportunities to explore similarities and differences between them as they play and to sort them according to what they notice
Linked Stories, Rhymes, Games or Resources	Six Dinner Sid – Inga Moore Sidney the Silly Only Eats Six – M W Penn Anno's Counting Book – Mitsumasa Anno What the Ladybird Heard – Julia Donaldson Simon's Sock – Sue Hendra Pairs! In the Garden – Smriti Prasadam-Halls Quack & Count -Keith Baker The elephant and the bad baby Don't forget the bacon - Pat Hutchins	The Giraffe who got a Knot – John Bush Titch – Pat Hutchins Tall – Jez Alborough Jack and the Beanstalk - Traditional Jim and the beanstalk – Raymond Briggs	Jasper's beanstalk Mr Wolf's Week – Colin Hawkins The Very Hungry Caterpillar – Eric Carle The Bad Tempered Ladybird – Eric Carle 5 minutes peace - Jill Murphy	How do dinosaurs count to 10? – Yolen & Teague One Gorilla – Atsuko Morozumi Mouse Count – Ellen Stoll Walsh Nine Naughty Kittens –Linda Jenny Feast for 10 – Cathryn Falwell Cockatoos - Quentin Blake Mr Magnolia – Quentin Blake Ten Black Dots – Donald Crews Mr Willy-Nilly and Zoey's Dream – Seung-yim Bak Rapunzel Princess & the Pea	The Napping House – Audrey Wood & Don Wood Engines Engines – L Bruce & S Waterhouse Mouse Shapes – Ellen Stoll Walsh Changes Changes – Pat Hutchins Pattern Bugs – Trudy Harris Busy Busy Busy – Haneul Ddang Pattern Fish

Summer 1	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Mastering Number	**Week 19**	**Week 20**	**Week 21**	**Week 22**	**Week 23**	**Week 24**
WRM	**Phase 7 - To 20 and Beyond**			**Phase 8 – First, Then, Now**		
Number Number Blocks linked episodes	**Building Number beyond 10** S3 Numberblock Rally, Eleven, Twelve, The Way of the Rectangle, Ride the Rays, Block Star, Thirteen, Fourteen, Fifteen, Tween Scenes, Step Squads Encourage the children to build and identify numbers to 20 (and beyond) using a range of resources. 10 frames, number shapes, towers of cubes, rekenreks and bead strings all support the children to see that larger numbers are composed of full 10s and part of the next 10 Provide opportunities for children to recognise that the numbers 1-9 repeat after every full 10. So they have 1 full ten and 1, 1 full ten and 2. 1 full ten and 3 etc. Then 2 full tens and 1,2 full tens and 2, 2 full tens and 3 and so on	**Counting patterns beyond 10** S4 Fifteen Minutes of Fame, On Your Head S5 Ten Vaulting Provide regular opportunities for children to count on and back beyond 10 representations in numerals can support children to count on and back and noticed the repeating 1 to 9 patterns provide representations which clearly show the full tens and part of 10 for example 14 is wonderful 10 and four encourage the children to count on or back from different starting points to say what comes before or after a given number and to play sequences are numbers in order you can also change and find larger numbers and number tracks and 100 squares		**Adding More** The children will use real objects to see that the quantity of a group can be changed by adding more, The first, then, now structure can be used to create mathematical stones in meaningful contexts. At first, the children may need to re-count all of the items to see how many they have altogether, Eg1, 2, 3, 4. 5, 6,7 When they are ready, support them to count on E.g, 4.., 5, 6,7 Encourage the children to represent the number stories using 10 frames, number tracks and their fingers.	**Taking Away** The children use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can again be used to create mathematical stories in meaningful contexts. Encourage the children to count out all of the items at the start take away the required about practically and then subitise or recount see how many are left. Continue to encourage the children to represent them on the stories using 10 frames, number tracks and their fingers.	Number Bonds to 5 S4 Ten's Place, Balancing Bridge, Sixteen, Square Club, Seventeen, Eighteen, Loop the Loop, Ninetween, Twenty, Tall Stories, Flights of Fancy, I can count to twenty
Measure, Shape & Spatial thinking			**Spatial Reasoning - Match, rotate, manipulate** Provide regular opportunities for the children to complete jigsaws and shape puzzles They need opportunities to select and rotate shapes to fella given space inclusion to explain why they chose a particular shape of my different shape wouldn't fit provide opportunities for the children to match arrangements of shapes prompting to use positional language to describe			**Spatial Reasoning – Compose and Decompose** Making new shapes with 2 right angle triangles Making new shapes with squares Match Outline/shape Pattern Blocks Children understand that shapes can be combined and separated to make new shapes, Provide opportunities for the children to fit shapes together and break

			where the shapes are in relation to one another ask the children select shapes to complete picture boards or tangram outlines			shapes apart and to notice the new shapes they have created. Investigate how many different ways a given shape can be built using smaller shapes. Encourage the children to explore the different shapes they can make by combining a set of given shapes in different ways.
Linked Stories, Rhymes, Games or Resources	Jack the Builder – Stuart J Murphy One Moose, 20 Mice – Stella Blackstone One to 10 and back again – Nick Sharratt A Dozen Ducklings Lost & Found – Harriet Ziefert Which is Round? Which is Bigger? – Mineko Marmada 1 is a snail, 10 is a crab – April Sayre & Jess Sayre	1 is One – Tasha Tudor The Real Princess – Brenda Williams 10 on a train – John O'Leary	20 Big Trucks in the middle of the Street – Mark lee Snail Trail: A Journey Through Modern Art – Jo Saxton Which One Doesn't Belong – Christopher Danielson	Mouse Count – Ellen Stoll Walsh Mr Gumpy's Outing – John Burningham Rosie's Zoo – Allie Busby Quack & Count – Keith Baker My Granny Went to Market – Stella Blackstone Tad – Benji Davis The Shopping Basket – John Burningham	Kipper's Toybox 10 green bottles One Ted Falls out of bed – Julia Donaldson Incey Wincey Spider game - Nrich Tad - Benji Davis Mouse Count - Ellen Stoll Walsh The Shopping Basket John Burning/ham Monster Math - Anne Miranda Elevator Magic - Stuart J Murphy	Grandpa's Quilt-Betsy Franco Elevator Magic – Stuart J Murphy Monster Math – Anne Miranda Jack and the Flumflum Tree – Julia Donaldson Pezzettino – Neo Lionni

Summer 2	**Week 7**	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
Mastering Number	**Week 25**	**Week 26**	**Week 27**	**Week 28**	**Week 29**	**Week 30**	
WRM	**Phase 9 – Find My Pattern**			**Phase 10 – On the Move**			**Consolidation**
Number Number Blocks linked episodes	**Doubling** Match number to pic bingo (dice, domino) Doubling Spot change on 11-20 number line Doubling barrier game Domino game The children will learn that double means twice as many. They should be given opportunities to build doubles using real objects and mathematical equipment. Building numbers using the pair-wise patterns on 10 frames helps the children to see the doubles. Mirrors and barrier garnes are a fun way for children to see doubles as they build and to explore early symmetry, Encourage children to say the doubles as they build them, e.g. Double 2 is 4 Provide examples of doubles and non-doubles for the children to sort and explain why	**Sharing & Grouping** D S2 The two tree (**S3** - mirror mirror**,** -the wrong number, (**S4** –heist, -sign of the times, -fun time fair, -the lair of shares, -terrible twosday ,- divide and drive (**S5** - Your turn) The children will probably already have some experience of sharing and will be quick to point out when items are not shared fairly, During snack time or group activities, encourage them to check that the items are shared equally and that everyone has the same. The children should also be given opportunities to recognise and make equal groups. For example can you put 3 crackers on each plate or plant 2 flowers into each pot. What groups do they notice on a bead string? The children will notice that sometimes there are items left over when they share or group. Encourage them to come up with their own suggestions for how to resolve this.	**Even and Odd** S2 Odds and evens The children begin to understand that some quantities will share equally into 2 groups and some won't. They may also notice that some quantities can be grouped into pairs and some will have one left over. Provide opportunities for them to explore these ideas in different contexts as they play and to talk about what they notice. Encourage the children to notice the odd and even structure on the number shapes and by building pair-wise patterns on the 10 frames.	**Deepening Understanding** **Problem Solving** Subtract from 6 (Harry & his bucketful of dinosaurs) Subtract from 10 (Mr Gumpy's Outing) Subtract from 7 (How many legs? problem solving) Subtract from 8 Making boats – capacity Subtract from 9 Making Bridges – length S4 Twenty one and on, We're going on a square hunt, Thirty's Big Top, Land of the Giants Children need time and opportunities to engage in extended problem solving and develop their critical thinking skills. These problems can be linked to familiar stories or come from the children's suggestions or real problems that arise as they play. Encourage the children to discuss different possible starting points. Children might need support to carry out their plans and to make adaptations as they go along. Afterwards, encourage the children to review and discuss their strategies. Which were the	**Patterns & relationships** Dice doubles Cuisenaire rods Numicon doubles Bean bag game 10 frame arrangements Pattern Fish – Pattern		

				most successful, which didn't work and why?			
Measure, Shape & Spatial thinking			**Spatial reasoning visualise and build:** Children understand that places and models can be replicated and need to experience looking at these from different positions. Provide opportunities for children to replicate simple constructions, models, real places and places in stories. Prompt them to use positional language to describe where objects are in relation to other items. The Use of gesture to accompany the positional language can also support understanding. Encourage children to visualise simple models by playing barrier games and providing verbal instructions for them to follow as they build.		**Patterns and Relationships:** Children should be given opportunities to explore and investigate relationships between numbers and shapes. Classroom resources based around a standard unit such as Cuisenaire rods, pattern blocks and the unit construction blocks are particularly good for exploring these relationships. Children should also continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions. Draw children's attention to patterns in stories from a range of cultures.	**Spatial Reasoning - Mapping** Making maps from stories – Little Red Riding Hood Making Maps – Journey to School Making Maps – Obstacle course X marks the spot Designing Mazes The children understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. Provide a range of maps and plans for the children to look at and discuss. What can they see on the map? Where would we put the carpet area on a map of our classroom? Provide opportunities for them to create their own maps to represent the models they build, familiar places and places in stories.	
Linked Stories, Rhymes, Games or Resources	This is the Story of Alison Hubble – Allan Ahlberg Two of Everything – Lilly Hong Double Dave – Sue Hendra Double the Ducks – Stuart J Murphy Bean Thirteen – Matthew McElligott One Hungry Cat – Joanne Rocklin	The Doorbell Rang - Pat Hutchins Nrich- Maths Story Time The Gingerbread Man - Traditional Bean Thirteen - Matthew McElligott One Hungry Cat - Joanne Rocklin Ness the Nurse - Nick Sharratt One Odd Dav - Doris Fisher Pete the Cat and the Missing Cupcakes - James Dean Underwater Counting - Jerry Pallotta 10 Fat Sausages song	Ness the Nurse – Nick Sharratt One Odd Day – Doris Fisher Pete the Cat and the missing cupcakes – K & J Dean Underwater Counting – Jerry Pallotta What the ladybird Heard – Julia Donaldson Rosie's Walk – Pat Hutchins	Mr Gumpy's Motor Car – John Burningham Mr Gumpy's Outing - John Burningham Billy's Bucket - Kes Gray Harry and his Bucketful of Dinosaurs - Ian Whybrow Who Sank the Boat - Pamela Allen Mr Archimede's Bath - Pamela Allen	Ants Rule The Long and Short of it - Bob Barner Pattern Fish - Trudy Harris Pattern Bugs - Trudy Harris The Leopard's Drum - Jessica Souhami Jamil's Clever Cat - Fiona French	The Secret Path - Nick Butterworth Me on the Map - Joan Sweeney Little Red Riding Hood - Traditional If I Built a House - Chris Van Dusen In Every House on Every Street - Jess Hitchman Once Upon a Time Map Book - B.G. Henness	

Numberblocks extension episodes

Series 4

Fifty Sixty's high score The many faces of twenty

The big one One hundred Odd side story

Series 5 Making patterns

Two times shoe shop One thousand and one More to explore

How rectangly Rectangle racers Hidden talents Fun times 1 times table

Understanding the World:	**Educational Programme – EYFS** **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.					
	History: *Past and Present* Children will know about their own life story and how they have changed. ***Geography:*** *People, Culture and Communities* Children will know about features of the immediate environment. ***Science:*** *The Natural World* Children will understand the terms 'same' and 'different'. ***RE:*** *People, Culture and Communities* Children will know what the church is and what the local church is linked to our school.	***History:*** *Past and Present* Children will know some similarities and differences between things in the past and now. ***Geography:*** *People, Culture and Communities* Children will know that there are many countries around the world and that people can speak different languages. ***Science:*** *The Natural World* Children will explore and ask questions about the natural world around them. ***RE:*** *People, Culture and Communities* Children will know what Christians say God is like and be able to retell The Christmas Story. Children will know why Christians perform nativity plays.	***History:*** *Past and Present* Children will talk about the lives of people around them and transport, making links to things that are the same and those that are different. ***Geography:*** *People, Culture and Communities* Children will know that people around the world have different religions. ***Science:*** *The Natural World* Children will talk about features of the environment they are in and learn about the different environments. ***RE:*** *People, Culture and Communities* Children will know what is meant by the term 'Holy book' and be able to name some of them.	***History:*** *Past and Present* Children will talk about past and present events in their lives and what has been read to them. ***Geography:*** *People, Culture and Communities* Children will know about people who help us within the community. ***Science:*** *The Natural World* Children will make observations about plants and animals discussing similarities and differences. ***RE:*** *People, Culture and Communities* Children will know how Easter Day is different to Good Friday. Children will know why Christians are happy at Easter.	***History:*** *Past and Present* Children will know about the past through settings and characters. ***Geography:*** *People, Culture and Communities* Children will know that people in other countries have different ways of life. ***Science:*** *The Natural World* Children will make observations about materials discussing similarities and differences and textures. ***RE:*** *People, Culture and Communities* Children will know what Christians believe from The Bible. Children will be able to talk freely about some stories from The Bible.	***History:*** *Past and Present* Children will know about the past through settings, characters and events. ***Geography:*** *People, Culture and Communities* Children will know that simple symbols are used to identify features on a map. ***Science:*** *The Natural World* Children will know some important processes and changes in the natural world, including states of matter. ***RE:*** *People, Culture and Communities* Children will know about different places of worship and what they may see inside them.
	Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ***People, Culture and Communities:*** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ***The Natural World:*** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
History:	**Autumn 1 – Marvellous Me. (Changes in living memory).** (Beamish Visit) • I know how to use a family photo as a talking point for recalling a past event. • I know how to recall and talk about members of their immediate family. • I know how to share information with the class about a picture of when they were a baby. • I know how to recognise and discuss similarities and differences between each other.	**Autumn 2 – What made it so dark? Life of a famous man (significant individual) (Past event beyond living memory)** • I know who Guy Fawkes was and can talk about what he did. • I know what the Bonfire Night story represents, and I can retell in own words verbally. • I know some of the ways that people celebrate Bonfire Night. • I know what Remembrance Day is and why it is a significant event. • I know why we wear poppies and can talk about their significance in remembering a time from the past.	**Spring 1 - Ticket to ride! – (Ways of life in the past)** (Head of Steam visit – using train as transport) • I know that forms of transport have changed over time. • I know how to explain similarities and differences about things from the past in relation to transport. • I know what my own family remember about transport from the past and can share this with others. • I know how fuel for vehicles has changed over time. • I know that some things will stay the same and some things will change again, over time.	**Spring 2 – How does your garden grow? (Ways of life in the past)** (Farm visit) • I know that ways of planting and growing for food have changed over time. • I know that it takes time for trees to grow and can talk about how long this takes. • I know how tools had to be handmade in the past and you couldn't go and buy things. • I know how some plants can reproduce	**Summer 1 – Happily, Ever After. (Castles / Royal Family)** • I know how to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences, when looking at different castles. • I know make links to similarities and differences to today, when sharing stories about the past. • I know about the Royal family and who is the head of the country.	**Summer 2 – What will the Summer bring?** (Seaside Visit)? • I know the difference in clothing for the Summer from now and the past. • I know that holidays and trips were different in the past. • I know how to make connections between things I read in stories from the past and now. • I know the story of why Blackbeard was classed as a pirate. • To know that seaside's have changed over time and to use old and new images to

	• I know how to recall a story which is set in the past. Black History Month – October - Daddy and Me by Emma Phillips – offers a diverse representation of families, encompassing black history month as we explore characters from a black background whilst looking at how it feels when people leave us.			themselves, and I can talk about this cycle.	• I know and recall some historic facts about The Queen. • I know what life was like in the past living in a castle, using candle light, needing a fire to keep warm etc and can name some key features of castles from the past.	talk about similarities and differences.
Geography:	**Autumn 1 - Marvellous Me (Locational Knowledge) (Place Knowledge) (Physical Geography) (Geographical Skills and Field Work)** • I know where I live and to be able to name key features of the local environment. • I know that there are different countries, and these make up the world. • I know that people were born in different places and plot these on a world map / map of the United Kingdom. • I know how to and can describe the immediate environment and can use new vocabulary where appropriate. • I know how to create and draw my own version of the immediate environment, referring to features I know / can see and relating it to a map.	**Autumn 2 - What made it so dark? (Locational Knowledge) (Place Knowledge) (Geographical Enquiry)** • I know that day and night happen at different times in different parts of the world. • I know that the earth rotates around the sun and that this is what causes day time and night time. • I know what it means for some animals to be nocturnal. • I know why different types of weather happen and can talk freely about them. • I know why it is dark in space and understand changes in the natural world such as day and night.	**Spring 1 - Ticket to ride! (Locational Knowledge) (Place Knowledge) (Physical Geography) (Geographical Skills and Field Work)** • I know how to create a simple map. • I know how to use a map to find my way home, naming key features of the local environment. • I know the names of some domestic animals and also some animals from the wider world. • I know that places around the world have similarities and differences to The United Kingdom. • I know how to create a sequence of how you can visit another country.	**Spring 2 - How does your garden grow? (Farm visit) (Locational Knowledge) (Place Knowledge) (Physical Geography) (Human Geography) (Geographical Skills and Field Work) (Geographical Enquiry)** • I know how show care and concern towards living things. • I know that leaves change colour throughout the year and can talk about how and why this happens. • I know how to use the senses to describe what can be seen, heard, tasted, felt and smelt in the outdoors. • I know why leaves are different shapes, sizes and colours. • I know what a seed needs to be able to grow and carry out actions to show care to plants as they grow.	**Summer 1 - Happily, ever after. (Locational Knowledge) (Place Knowledge) (Physical Geography) (Human Geography)** • I know that different types of homes exist, and I have explored a range of building types. • I know why different places are different and be able to make connections as to why. • I know how to talk about the features of the places that I know and can begin to describe how they are different to other places, Ie: The Burn / town centre. • I know how to use some simple geographical language.	**Summer 2 - What will the Summer bring? (Seaside Visit)? (Locational Knowledge) (Place Knowledge) (Physical Geography) (Human Geography)** • I know how to make observations of their local area, animals and plants. – on The Burn and can draw pictures of animals that include the main features of that animal e.g. stripes and wings for a bee, bright colours for a butterfly. • I know how to create pictures of plants using the correct colours and including specific parts (leaves, flowers etc) . – • I know how to talk about some similarities and differences between their local environment and that of other countries they come across in a book. • I know how to talk about the different seasons and can make links to different types of weather to different seasons. • I know how to discuss the life cycles such as a butterfly, chick, frog etc and can draw / sequence these stages over time.
RE:	***Let us find out about Harvest, in a church.***	***Let us find out about The Christmas Story.***	***Let us find out about holy books (eg: The Qu'ran, the Torah, the Guru Granth Sahib).***	***Let us find out about the Easter Celebrations in churches.***	***Let us hear some stories Jesus told (The Lost Sheep, The Lost Coin).***	***Let us find out about special buildings and worship there (eg: mandir, church, synagogue, Buddhist Rupas).***

Key Experiences:	For children to experience going into a Church. Knowing how food can be shared. Knowing how Jews celebrate Shabbat in relation to their beliefs of The Creation of the World.	To attend a Christingle service in a church environment. To see that advent wreath. To take part on a performance relating to The Christmas Story.	To be able to look at differing holy books. To be able to talk about what makes them holy, and seek to find things that are the same / different.	To explore a palm cross from a church service. To know be able to sequence parts of The Easter Story.	To be able to listen to, sequence and retell some Bible stories.	For children to be introduced to a variety of religious buildings as sacred places and how they are used for worship. • Christianity – an introduction to a local church (any denomination) • Hinduism – the mandir • Buddhism – the temple • Islam – the mosque • Judaism – the synagogue • Sikhism – the gurdwara
Science:	**Autumn 1 – Marvellous Me** **Science link – All about me.** • To draw a picture and talk about our own families – to know there are similarities and differences within families. • To understand and talk about being similar and different to each other. Make observations and paint self-portraits naming features correctly. • To know that some things stay the same and some things change as we grow up. • To name common body parts through songs, rhymes, games and pictures. • Sort ourselves into 2 groups – boys/girls, long hair/short hair, brown eyes/ blue eyes etc **Question – is the oldest person in our class the tallest?** Begin to formulate own questions – adults to scaffold the process to begin with – Who is the tallest? Youngest? How many people wear glasses? Etc **BIG IDEA:** Biology B1: Living things are special collections of matter that make copies of themselves, use energy and grow.	**Autumn 2 – Who made it so dark?Science link - Earth and Space/light and electricity.** • Describe what they see, hear and feel outside. • Explore the natural world around them. • Observing differences between day and night Temperature difference, colour of the sky, looking at features of dusk and dawn. • Playing with a globe and table lamp to demonstrate Earth's rotation and day and night. • Compare routines we usually do as part of the day or the evening. • Explore dark spaces through roleplay using various light sources. (torches, glow sticks, battery operated candles etc) • Explore different types of light sources including the sun and moon. • Investigate shadows by shining light on an object. • Think about nocturnal animals. • Think about hibernating creatures. **Questions –** • **Where does the sun disappear to at night?** • **How does a light work?** Begin to formulate own questions – adults to scaffold the process to begin with – Why are there stars? Where does light come from? How do we work in the dark? (reflective clothing) Look at the process of freezing and melting. •Melting and Freezing – make some ice cubes and salt half of them. Which melt first? •If it snows, bring some indoors and guess what will happen to it? •Freeze water in balloons or rubber gloves	**Spring 1 – Ticket to ride!** **Science link – Forces.** • Explore floating and sinking. Key questions: Do you think this will sink or float? Can you predict what will happen? What can you see? What has happened? Which is the heaviest/ lightest? What can you tell me about this object? Forces and friction. STEM – Ticket to ride activities. • Explore sliding and friction Can you push the car down the slide? How can you make the car travel faster down the side? How could we measure how fast the cars travel down the slide? How will you know which way is the fastest? Experiment with different ideas. How did you make things travel down slides faster? Begin to introduce vocabulary such as fair testing and prediction. **BIG IDEA:** C2: The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter (e.g. hot/cold, soft/hard, light/heavy, etc).	**Spring 2 – How does your garden grow?** **Science link – Plants and animals.** • Make a mind map – What might we find on our spring walk? Have the children got any questions? Go for a spring walk. Look at the trees, bushes, grass… What can you see, hear, smell? • Compare to Autumn and winter. Discuss the weather. Talk about new life in terms of plants and animals. • Make a spring interest table. • Show the children pictures of baby animals that will be in the fields and parks around us. Can they name them? Foal, lamb, calf, piglet, chick, gosling, duckling … Play games and have quizzes. • On the interest table put the life cycle of a frog both visual and small world (plastic animals). Make a small pond. • Buy live caterpillars and make observations of them. Take care of them and watch their life cycle – first-hand experience. • Mini beast study – build a bug hotel outside. • Identify and classify bugs. • Option to buy duck eggs!!!	**Summer 1 – Happily, ever after.** **Science link – Materials** • To know that we can move some objects by blowing on them. • To know that some materials are waterproof. • To know that some materials are flexible/bendy. • To know that the wind can change the direction and How can the wind make objects move? Why does the wind blow some things and not others? • How do we know which way the wind is blowing? Can we feel the wind? Can we see the wind? Can we measure the wind? • Take the children out on a windy day and encourage them to feel the force of the wind as they run with bin bags, observe paper windmills spinning, lift the parachute together. **BIG IDEA:** C1: All matter (stuff) in the universe is made up of tiny building blocks. • P3: Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it.appearance of things.	**Summer 2 – What will the Summer bring?** **Science link – Plants** • Set up a garden Centre role play area outside. • Discuss the different roles that the children can take on. • Set up Mr McGregor's Garden (Peter Rabbit) in the builder's tray for exploration put unusual vegetables, seeds and gardening equipment. • Begin by looking at a variety of flowering and non-flowering plants. Provide magnifying glasses. Ask the children to draw and label a simple plant. Are they all the same – discuss similarities and differences. • Grow tomatoes in the classroom so that the children can see the blossom turn into the fruit**.** Taste tomatoes – show variety. • Question – Are tomatoes always red? • All children to plant their own giant sunflower seeds. Keep a plant diary. Use strong, clear plastic pots so that they can see the roots. • Make observations through photographs and drawings. Take care of our plants. What do they need? Measuring the height. • Investigation - Will a seed still grow without water? • Make a giant collage sunflower and label it. **BIG IDEA:**

		•Freeze small objects in a bowl of water – lego/small world animal etc. Can we quicken up the process in in any way? **BIG IDEA:** E2: The Earth is tilted and spins on its axis leading to day and night, the seasons and the climate. P3: Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it.		**BIG IDEA:** B1: Living things are special collections of matter that make copies of themselves, use energy and grow. B2: Living things on Earth come in a huge variety of different forms that are all related because they all came from the same starting point 4.5 billion years ago. B3: The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live.		B1: Living things are special collections of matter that make copies of themselves, use energy and grow.

Expressive Arts and Design: 	**Educational Programme - EYFS** **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.					
	Music: ***Being Imaginative*** Children will sing and perform nursery rhymes. ***Art & Design:*** ***Creating with Materials*** Children will experiment mixing with colours.	***Music:*** ***Being Imaginative*** Children will experiment with different instruments and their sounds. ***Art & Design:*** ***Creating with Materials*** Children will experiment with different textures.	***Music:*** ***Being Imaginative*** Children will create narratives based around stories. ***Art & Design:*** ***Creating with Materials*** Children will safely explore different techniques for joining materials.	***Music:*** ***Being Imaginative*** Children will move in time to the music. ***Art & Design:*** ***Creating with Materials*** Children will make props and costumes for different role play scenarios.	***Music:*** ***Being Imaginative*** Children will play an instrument following a musical pattern. ***Art & Design:*** ***Creating with Materials*** Children will explore and use a variety of artistic effects to express their ideas and feelings.	***Music:*** ***Being Imaginative*** Children will invent their own narratives, stories and poems. ***Art & Design:*** ***Creating with Materials*** Children will share creations, talk about process and evaluate their work.
	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:*** 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.					
Music:	KAPOW – Diwali music. • To learn about music from another culture, particularly when related to the festival of Diwali. KAPOW – Hannukah music • Children learn some of the dances and instruments from the festival of Hanukkah. • To respond to music with movement Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	KAPOW – Traditional Christmas music. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	KAPOW – Exploring Sound. Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	KAPOW – Musical Stories. A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.	KAPOW – Music and Movement. Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music	KAPOW – Big Band. Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
Art and Design	Begin to draw lines of different shape and thickness with increasing control. Self-portraits - Begin to produce accurate drawings of people Self portraits - using natural materials Junk modelling. Ongoing over year- Set up own feedback	Kandinsky-Inspired Spooky Tree – Halloween. Firework pictures. Christmas decorations. Christmas cards. Divas Nativity. Use drawings to tell a story.	Making lanterns. Chinese writing. Printing - Explore a range of media and tools including different size brushes, rollers, sponges, fingers, twigs etc. Take rubbings from a variety of materials (leaf, bark, coin etc)	Vincent Van Gogh – Sunflowers Pastel drawings. Patterns on Easter eggs. Life cycles – creating using a variety of formats. Exploring a range of drawing tools on differing surfaces.	Junk modelling Creating 3D flowers – using the sculptures around Newton Aycliffe as inspiration and a source of input. Enjoy a range of malleable materials such as clay, salt dough, playdough and paper mache. Cut shapes using scissors and other modelling tools.	Artist: LS Lowrey – seascapes Water pictures, collage, shading by adding black or white. Colour mixing - Recognise and name primary colours and begin to mix paint in order to make secondary colours. Making passports. Designing postcards.

	Take picture of children's creations and record them explaining what they did. To begin to use observation skills to draw things with increasing details when drawing people of significance.	Experience weaving using different media – manmade and natural. Decorate a piece of fabric by gluing on decorations. Enjoy playing with and using a variety of different fabrics and textiles. Describe colours and textures using age appropriate language. To begin to use observation skills to draw things with increasing details when drawing nocturnal animals.	Print with a range of hard and soft materials. Create a pattern by printing with objects Puppet making. To begin to use observation skills to draw things with increasing details when drawing vehicles and modes of transport	To begin to use observation skills to draw things with increasing details when drawing plants and living things.	Impress and apply simple decoration. Build a model/sculpture using a variety of objects. Painting Collaging To create houses, bridges boats and transport. To begin to use observation skills to draw things with increasing details when drawing castles and fairy tale related creations.	To begin to use observation skills to draw things with increasing details when drawing any element of nature and the natural world.