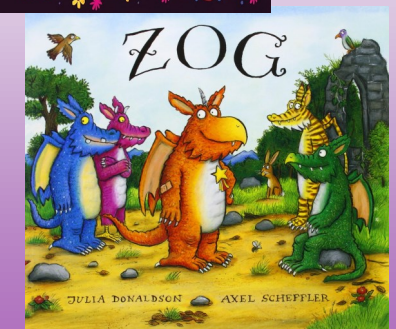
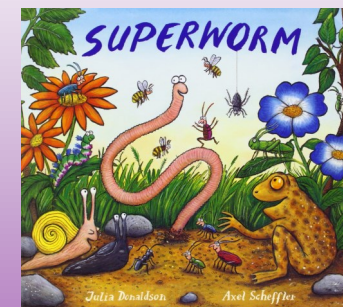
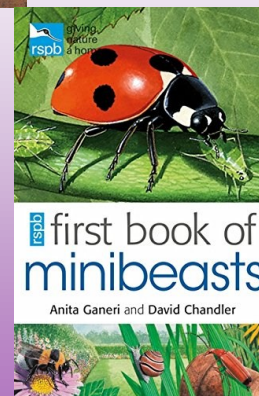
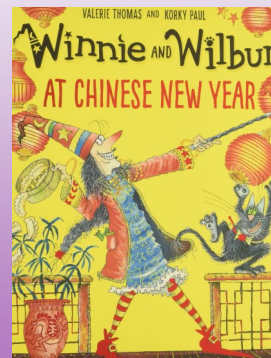
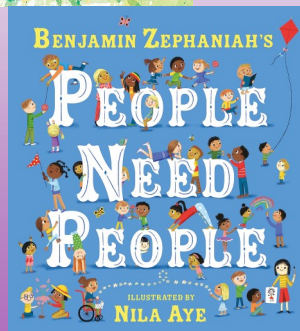
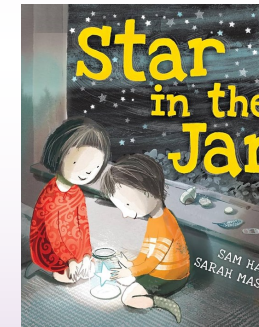
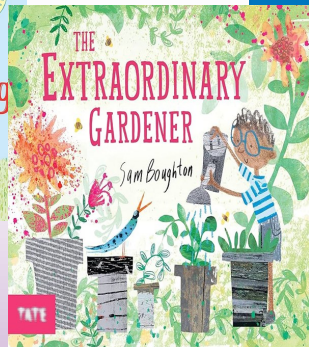
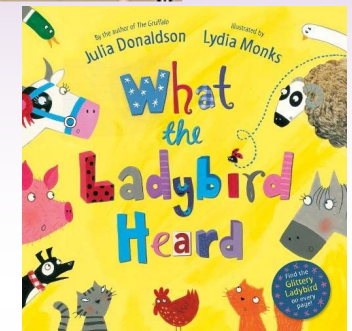
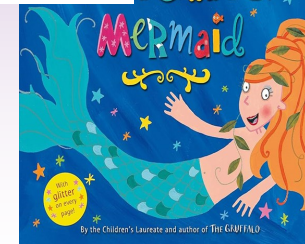
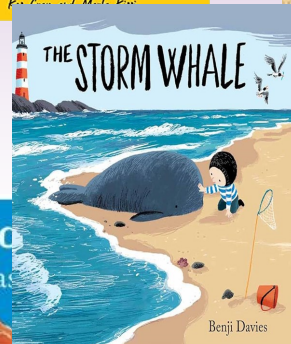
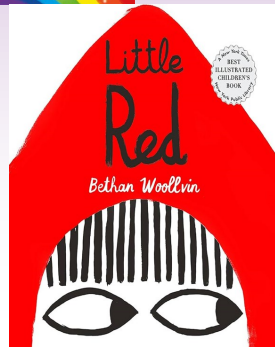
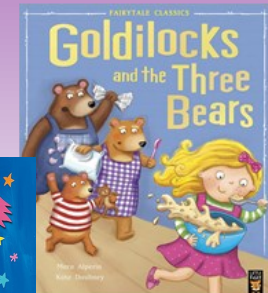
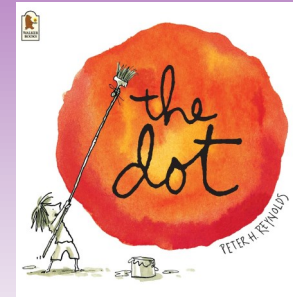
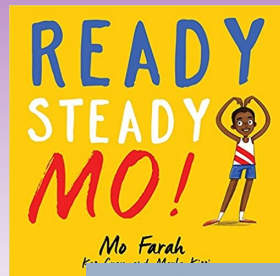
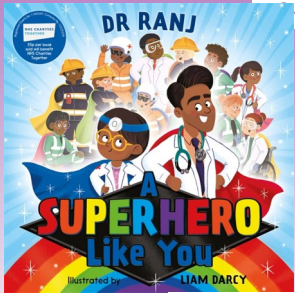


Long Term Plan - Reception





Building resilience, ambition and respect

In EYFS at Haveley Hey community School we offer a curriculum that is broad and
Balanced, based on the Convention of the Rights of the Child.

We work hard to provide challenging learning experiences and a stimulating environment.

Our curriculum is carefully designed to meet the needs and encourage the talents of all
children. It is adaptive, inclusive and supportive for our children with SEND.

It is our intent that all children develop emotionally, socially and academically in an
environment which values all cultures, communities and people.

We aim for our children to be resilient, ambitious and respectful learners, ready for Key Stage One.

A UNIQUE
CHILD

POSITIVE
RELATIONSHIPS

ENABLING
ENVIRONMENTS
& ADULT SUPPORT

LEARNING
& DEVELOPMENT

The New Early Years Framework 2021

Communication and Language

Listening, Attention and Understanding

Speaking

Personal & Social Development

Self-Regulation

Managing Self

Building Relationships

Physical Development

Gross Motor Skills

Fine Motor Skills

Creating & Thinking Critically

Active Learning

Playing and Exploring

LITERACY

- ✓ Comprehension
- ✓ Word Reading
- ✓ Writing

MATHS

- ✓ Number
- ✓ Numerical Patterns

UNDERSTANDING THE WORLD

- ✓ Past & Present
- ✓ People, Culture & Communities
- ✓ The Natural World

EXPRESSIVE ARTS & DESIGN

- ✓ Creating with Materials
- ✓ Being Imaginative & Expressive

SPECIFIC AREAS

AUTUMN

SPRING

SUMMER

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring:

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning:

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically:

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

OVER ARCHING PRINCIPLES

Unique Child

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

Positive Relationships

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments

Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development:

Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

OUR BRITISH VALUES

ASSEMBLIES
PSHE
CIRCLE TIMES

MUTUAL RESPECT

We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.

RULE OF LAW

We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.

DEMOCRACY

We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.

Area of Learning	Autumn 1 8 weeks	Autumn 2 6 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Me and my friends	Traditional Tales	Travel and transport	Minibeasts	Down on the farm	Fantasy Worlds
Planning around a quality text: <i>Additional texts to be chosen following children's interests.</i>	<ul style="list-style-type: none"> People Need People Star in the jar The Dot A superhero like you Ready Steady Mo! 	<ul style="list-style-type: none"> Diwali The Something Goldilocks and the 3 bears The leaf thief 	<ul style="list-style-type: none"> Juniper Jupiter Paddington Bear—London Treasury Winnie and Wilbur at Chinese New Year 	<ul style="list-style-type: none"> Little Red Bug Hotel RSPB First book of minibeasts Superworm 	<ul style="list-style-type: none"> What the ladybird heard The Extraordinary Garden Farmer Duck 	<ul style="list-style-type: none"> Zog The Singing Mermaid The Storm Whale
Enrichment opportunities	Hook: Missing star Experience: Friendship Chain Family afternoon Visitors: Family members	Hook: Hole with things inside Experience: Crime scene Hunt for Goldilocks Visitors: Santa Trip: Library	Hook: Super hero items Experience: Plane trip Visitors: Year 6 children to talk about London, transport visitors	Hook: Bug skeleton Experience: Bug Ball Trip: Allotment and outdoor classroom day	Hook: Farm Animal hunt Experience: Barn Dance Trip: Farm trip	Hook: Mermaid mystery Experience: Graduation Visitors: Family members
Role play Small world (others planned to follow children's interests)	Role play: House Babies Small world: House/People	Role play: Celebrations The 3 bears cottage Small world: Story Characters/ Celebration house	Role play: Airport Fix it time Small world: Transport	Role play: Fitness Garden Centre Small world: Mini beasts	Role play: Dog/puppies Farm Shop Small world: Farm	Role play: Holiday Mermaids/aliens Small world: Castle

Celebrations / Festivals / Special Events	Birthdays	Harvest Festival	World religion day	World book day	VE day	Graduation
	Rosh Hashanah	Diwali / Hannukah	Children's mental health week – P2B	Science week	Eid	Transition
	National poetry day	Christmas	E-Safety day	International women's day	Barn dance	Summer
	Black history month	Halloween	Shrove Tuesday	Easter		
	Family craft afternoon	Children In Need	Chinese new year	St Patricks day		
		Kindness week	Valentines day	St David's day		
		Remembrance day	Iranian New Year	Mother's day		
		Bonfire night		Red nose day		
				Bug ball		

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

Listening, Attention and Understanding

- Understand a question or instruction that has two parts
- Understand 'why' questions
- Understand how to listen carefully and why listening is important
- Learn new vocabulary linked to daily routine / theme
- Begin to engage in story time
- Listen to and begin to talk about stories to build familiarity and understanding
- Listen carefully to rhymes and songs and begin to pay attention to how they sound

Speaking

- Use new vocabulary throughout the day
- Begin to ask questions to find out more and to check they understand what has been said to them
- Begin to articulate their ideas and thoughts in well-formed sentence
- Begin to connect one idea or action to another using a range of connectives... *because, although, but.*
- Begin to describe events in some detail
- Develop social phrases
- Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
-
-

Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Listen carefully to and learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding
- Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary
- Begin to understand humour *e.g. nonsense rhymes / jokes*

Speaking

- Use new vocabulary in different contexts
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas & thoughts in well-formed sentence
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
- Develop and use social phrases with confidence
- Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

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.
- Understand humour more readily *e.g. nonsense rhymes/jokes*

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.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

Self-Regulation

- *Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share*
- How to compromise and negotiate to solve problems
- Use □ book talk □ puppets □ real life experiences
- Begin to express feelings and consider the feelings of others
- Identify and name emotions ... *emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited*
- Link book character's emotion to own experiences ... *expression, mood, feeling/emotion*
- Begin to set own goals and show resilience and perseverance in the face of challenge
- Set a shared goal with a friend
- Begin to identify and moderate own feelings socially and emotionally
- Focus on □ keeping *calm* □ being *patient* □ waiting for a *turn* □ *sharing* □ tidying up after themselves

Managing Self

- Manage own self-care needs ... *fasten*
- Independent use of □ zips □ buttons □ coats □ shoes
- Develop confidence to try new activities and show independence
- Access all types of enhancements (indoors & outdoors)
- Know and begin to talk about the different factors that support their overall health and wellbeing:
- Toothbrushing – importance and how ... *clean, decay*
- Talk about importance of daily exercise and healthy eating ... *exercise, healthy / unhealthy, heartbeat, fit*

Building Relationships

- Begin to see self as a valuable individual
- Describe self, positively ... *proud, special, love (use books: 'Happy in Our Skin' & 'My Hair')*
- Begin to build constructive and respectful relationships
- Use social language to develop friendships see CL

Self-Regulation

- Express feelings and consider the feelings of others
- Set own goals and show resilience and perseverance in the face of challenge
- Identify and moderate own feelings socially and emotionally
- Think about the perspectives of others

Managing Self

- Manage own self-care needs
- Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian

Building Relationships

- See self as a valuable individual
- Build constructive and respectful relationships

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.
- Continue to see self as a valuable individual

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*
- Engage in and develop confidence in actions
- Begin to develop overall body-strength, balance, co-ordination and agility.
- Use above actions, within obstacle courses ... *balance, obstacle, spatial, prepositions*
- Set own physical challenge ... *challenge, goal*
- Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... *straight, upright, flat*
- Begin to combine different movements with ease and fluency
- See above obstacle course
- Change movements / directions quickly
- Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Understand rules and reasons
- Further develop and refine a range of ball skills including: *throwing, catching, kicking*
- Use different sizes / types of balls – in pairs
- Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene

Fine Motor Skills

- *Use a comfortable grip with good control when holding pens and pencils*
- Consolidate tripod grip
- Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Ensure regular engagement and develop confidence in use of tools... *grip, steady, snip, twist, curve, straight*

Gross Motor Skills

- Continue to refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*
- Begin to progress towards a more fluent style of moving, with developing control and grace
- Develop overall body-strength, balance, co-ordination and agility.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Further develop and refine a range of ball skills including: *passing, batting and aiming*

Fine Motor Skills

- Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:
- Effective pencil grip
- Correct letter formation (see Writing)

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2020		
<ul style="list-style-type: none"> • Reading: Comprehension / Word Reading • Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. • Recall key events ... <i>event</i> • Talk about main characters... <i>character, beginning, middle, end</i> • Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • <i>Understand the five key concepts about print, with a focus on</i> • <i>Left to right</i> • <i>I-I correspondence ... word, letter, first / last</i> • <i>Continue to develop P1 phonological awareness, focusing on</i> • Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i> • Read individual letters by saying the sounds for them • Secure P2 phonics ... <i>phoneme, grapheme, alphabet</i> • Blend sounds into words, so that they can read short words made up of known GPCs • P2 □ VC words □ CVC words • Begin to read a few common exception words matched to Twinkl phonic programme—<i>I, go, ta, the, no, into</i> • Begin to read simple phrases / sentences • Apply P2 GPC • Read guided reading books aligned to phonic knowledge 	<ul style="list-style-type: none"> • Reading: Comprehension / Word Reading • Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> • Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i> • Take on role of character using some story language • Talk about likes and dislikes of texts, rhymes and poems • Choose a book and begin to explain why ...<i>because</i> • Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • <i>Continue to develop P1 phonological awareness, focusing on</i> • Oral blending and segmenting • Say the sound for: • For each letter of the alphabet • Double letters □ ss □ ll □ zz □ ck □ ff • Consonant digraphs □ sh □ ch □ th, □ ng ...<i>digraph</i> • Begin to read words consistent with their phonic knowledge • Mid P3 □ CVC words • Read common exception words matched to Twinkl phonic programme—<i>he, she, me, be, we, was (plus see Autumn words)</i> • Read simple phrases / sentences • Apply P2-3, i.e. sets 1-7 + consonant digraphs • Read guided reading books aligned to phonic knowledge 	<ul style="list-style-type: none"> • Reading: Comprehension / Word Reading • <i>Continue to develop P1 phonological awareness</i> • Oral blending and segmenting • Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ... <i>sequence</i> • 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. • Begin to notice some relationships between one text and another • Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books</i> • Say the sound for each letter of the alphabet and for at least 10 digraphs • Secure P3...<i>trigraph</i> • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band – instructional level</i>) • Read common exception words matched to Twinkl phonic programme—<i>ou, they, all, are, my, her (plus see Autumn/Spring words)</i>

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

Writing:

- *Write name correctly*
- *Use some of their print and letter knowledge in their early writing*
- Begin to form lower-case letters correctly
- Begin to form capital-letters correctly
- Use □ initial sounds □
- Begin to spell words by identifying the sounds :
- ⇒ Write VC words using Phase 2 graphemes
- ⇒ Write CVC words using Phase 2 graphemes
- Write Phase 2 tricky words - *I, go, to, the, no, into*
- Write labels
- Begin to write lists & captions, focusing on *...label, caption, space*
- Oral rehearsal / vocabulary
- Begin to reread what they have written

Writing:

- Form most lower-case and capital letter correctly
- Spell words by identifying the sounds and then writing the sound:
- ⇒ Write CVC words using Phase 3 graphemes
- Write Phase 3 tricky words - *he, she, me, be, we, was*
- Write captions/phrases and begin to write simple sentences using known GPCs ...
sentence, full stop, capital letter
- Include word spacing
- Orally rehearse caption of sentence before writing
- Re-read what they have written to make sure it makes sense
- Begin to write a variety of □ fiction and non-fiction sentences / captions

Writing:

- Write recognisable letters (lower case and capital) most of which are formed correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
- CVC words
- Write simple phrases and sentences that can be read by others....*Oral rehearsal of sentence before writing, word spacing, □ full stop, capital letter*
- Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:
- ⇒ 2-3 part story (*e.g. using story map/planner*)
- ⇒ Instructions
- ⇒ Fact cards (*e.g. using a 'mindmap' to collate information*)

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

Numerical Pattern / Number

- Recite numbers to 10
- Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... *forwards, backwards*
- Break counting chain (not always starting from 1)
- Talk about position ... *before, after*
- Count objects, actions and sounds
- Up to 5 – in context of □ daily routine □ sharing □ turn taking
- Count objects in an irregular arrangement
- Subitise 3 / 4 objects (quick recall without counting)
- Matching children to images in workshop areas
- Fast recognition of dice patterns
- Link the number symbol (numeral) with its cardinal number value to 5
- Compare quantities up to 5 ... *more than, less than, fewer, who has one more / less*
- Understand 'one more/less than' to 5
- Use sentence with support ... *Three is one more than two*
- Explore the composition of numbers to 5
- Recognise total is still the same
- Using variety of resources ... *more, less, makes, equals, altogether*
- **Begin to** explore number bonds to 5
- Use a range of resources
- Understand how to use a flip flap to 5

Numerical Pattern / Number

- Recite numbers to 20
- Backward from 10 and **begin to** recite backwards from 15
- Break counting chain (not always starting from 1 forwards or 10 backwards)
- Talk about position up to 5 and begin to talk about position up to 10
- Count objects, actions and sounds
- Up to 10, in context of □ daily routine □ sharing □ turn taking
- Count objects in an irregular arrangement
- **Begin to** estimate number of objects up to 10 then check by counting
- Subitise 5 objects (quick recall without counting)
- Link the number symbol (numeral) with its cardinal number value to 10
- Compare quantities up to 10
- Understand 'one more/less than' to 10
- Use sentence ... *six is one more than five*
- **Begin to** explore the composition of numbers to 10
- Recall number bonds to 5
- Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... *altogether, more/now*
- Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... *left*
- **Begin to** share, double and half up to 10 objects

Numerical Pattern / 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.
- 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.

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

Shape, Space & Measure

- Select, rotate and manipulate 3 in order to develop spatial reasoning skills
- Create shape picture ...consolidate ...*2D shape names*
- Put shapes together to make new shape ... *fit, turn*
- Continue, copy and create repeating patterns
- Talk about pattern ... *repeat, next, before, after, in between*
- **Begin to** compare length, weight and capacity
- Order 2-3 items by length / weight ... *heavier/est, lighter/est, longer/est, shorter/est*

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- **Begin to** compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
- Compare length, height, weight and capacity
- Order 2-3 items by capacity and height
- **Begin to** order and sequence familiar events
- Become familiar with a clock face and hands
- Measure short periods of time

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes within practical activities
- Continue, copy and create more **complex** repeating patterns
- Compare length, height, weight and capacity
- Measure and compare short periods of time

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

Autumn

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Learning Priorities: [Linked to Development Matters 2020](#)

Past and Present

- *Begin to make sense of their own life-story and family's history*
- Begin to comment on images of familiar situations in the past
- When Mum and Dad were little ... *past, history, long ago*

People, Culture & Communities

- Talk about members of their immediate family and community
- Describe family members ... *grandparent, older, younger*
- Understand that there are many different types of families ... *parent, step-sister / brother / mum / dad, similar, different*
- Name and describe people who are familiar to them
- Begin to understand that some places are special to members of their community
- Talk about special places they go with their family... *places of worship visited by children*
- Begin to recognise that people have different beliefs and celebrate special times in different ways
- Understand how different people celebrate birthdays
- Learn about and participate in different celebrations and cultural events—see Celebrations / Festivals / Special Events (page 3)

Past and Present

- Comment on images of familiar situations in the past

People, Culture & Communities

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Understand that some places are special to members of their community
- People in their local / school community... *site manager, office manager, lolly pop person, shop keeper*
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and other countries
- Learn about and participate in different celebrations and cultural events—see Celebrations / Festivals / Special Events (page 3)

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 & 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.
- Learn about and participate in different celebrations and cultural events—see Celebrations / Festivals / Special Events (page 3)

Educational Programme: 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.

Computing program—Seesaw and Knowsley City Learning Centres computing scheme (My Online Life, Talking Technology, Nursery Rhyme Coding, Technology and Me, Animal Safari and Robots)

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Learning Priorities: [Linked to Development Matters 2020](#)

<p>Natural World <i>Science (see Progression docs/Topics)</i></p> <p>Humans</p> <ul style="list-style-type: none"> Describe people who are familiar to them Learn about how to take care of themselves Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>Forces</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explore how to change how things work Explore how the wind can move objects Explore how objects move in water <p>Seasonal changes – Ongoing/every term</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Play and explore outside in all seasons and in different weather Observe living things throughout the year 	<p>Natural World <i>Science (see Progression docs/Topics)</i></p> <p>Materials, including changing materials</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explore a range of materials, including natural materials Make objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditions <p>Sound</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Listen to sounds outside and identify the source Make sounds <p>Seasonal changes – Ongoing/every term</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Play and explore outside in all seasons and in different weather Observe living things throughout the year <p>Light – Science day</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Explore shadows Explore rainbows 	<p>Natural World <i>Science (see Progression docs/Topics)</i></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Explore the plants in the surrounding natural environment Explore the animals in the surrounding natural environment Explore plants and animals in a contrasting natural environment <p>Animals, excluding humans</p> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Name and describe animals that live in different habitats. Describe different habitats <p>Seasonal changes – Ongoing/every term</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Play and explore outside in all seasons and in different weather Observe living things throughout the year <p>Earth and Space – Science day</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Learn about the Earth, Sun, Moon, planets and stars Learn about space travel
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EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

Educational Programme: 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.

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Learning Priorities: [Linked to Development Matters 2020](#)

Creating with Materials

- *Draw with increasing complexity and detail, such as representing a face with a circle and including details*
- *Show different emotions in drawings and paintings*
- *Continue to explore colour and colour mixing.*
- Safely use and explore a variety of materials and tools
- Explore new techniques
- Talk about new creations
- Begin to return to and build upon previous learning

Being Imaginative & Expressive

- *Take part in simple pretend play*
- *Begin to develop complex stories using small world equipment*
- Begin to develop storylines in their pretend play – including those linked to focus text ... *story language, character, beginning, middle, end*
- Begin to listen attentively, move to and talk about music, expressing their feelings and responses
- How does the music make me feel?
- Begin to watch and talk about dance and performance art
- What type of dance/music is it? ...
- Watch live music / dance performances linked to festivals
- Sing in a group or on their own
- Engage in circle and partner songs
- Begin to make own verse for familiar song
- Begin to explore and engage in music making and dance
- Invent and dance / play music to show different emotions

Creating with Materials

- Explore and use a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

Being Imaginative & Expressive

- 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.
- 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.
- Develop storylines in their pretend play.

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 & Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.