



Penwortham Primary School

Pre School Long Term Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme & Focus	Ourselves Starting school Family All about me Feelings Routines	Out of this world Space and aliens Autumn Christmas	Wonderful World Africa Animals <i>Routines</i>	Down on the farm Animals Growth Life on the farm Easter	Once upon a time Traditional tales Rhyme <i>Routines</i>	Minibeast Madness Life cycles Habitats
Dates to note	Sept new starters 1 st Oct – Meet the teacher October - Black History Month 9 th Oct – World Mental Health Day - Wear Yellow 16 th October – Learning in action Late Sept/Early Oct - Yom Kippur	31 st Oct – Halloween 4 th Nov – Reading Cafe 5 th Nov – Bonfire night 8 th Nov – Diwali 11 th Nov – Remembrance Day 16 th –20 th Nov– Anti Bullying Week 15 th Dec - Nativity	January new starters 7 th Feb – National Story Telling Week 9 th Feb – Pancake Day 20 th Feb – Lunar New Year 14 th Feb – Valentines	1 st March – Children's mental health week 4 th March – World book day 7 th March – Mother's Day 8 th March – International Women's Day 14 th March – Holi Last week of term – Easter weekend	Easter new starters 22 nd April – Earth day 23 rd April – St George's Day Eid (date tbc)	20 th June – Father's Day Sports day Transition to Rec

Texts of the half term	Fiction All are welcome Non-Fiction The Great Big Book of Families Rhyme Head, Shoulders, Knees and. Toes Focus Three How are you feeling today? Colour Monster I am too absolutely small for school	Fiction Whatever Next? Non-Fiction Look Up! Rhyme Alien's love underpants Focus Three The leaf thief Stanley's stick Stick man	Fiction Elmer Non-Fiction My First World Atlas Rhyme Giraffes Can't Dance Focus Three Handa's Suprise Why Elephant has a trunk The Lion Inside	Fiction The Little Red Hen Non-Fiction First Facts: Farm Rhyme Old McDonald had a farm Focus Three Stanley the farmer Farmer Duck Oliver's Vegetables	Traditional The Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff Rhyme Oi Frog! Each Peach Pear Plum Shark in the Park	Fiction The Very Hungry Caterpillar Non-Fiction Caterpillar to Butterfly Rhyme Mad about Minibeasts Focus Three Bothered by Bugs Superworm Walter's Wonderful Web
Parental engagement	Meet the teacher (wk 3) All about me bags	Picnic on the moon Rocket launch / alien day Christmas concerts	Welcome meeting Elmer elephant parade Jungle Dance Parents evening	Mother's Day tea party Seeds sent home for families to grow together	Welcome meeting Parents evening Eid celebrations	Father's day picnic Pre School graduation ceremony Move up meetings
Enrichment	People who help us visits alongside Reception	Autumn walk to the park – stick hunting Santa story time	Bob May to come in and talk about life in Africa African drumming workshop?	Trip to the farm/farm visit school Chicks & get involed with caring for school chickens	Trip to the library Author visit	Caterpillars
Collective art	Artist of the term - Jackson Pollock	Rocket	Patchwork elephant	Artist of the term - Wassily Kandinsky	Artist of the term - Henri Matisse	Giant caterpillar using light shades

Key Questions	Who is in your family?	What can we see when we look up at the sky?	Is Africa a country or a continent?	What is a farm?	Who are the characters in the story?	What features can you see on this minibeast?
	Are all families the same?	What might we see in the daytime and at night?	What is the weather like in Africa?	What might we see on a farm?	What happens at the beginning, middle and end?	What is a habitat?
	How can we make everyone feel welcome?	What is the moon like?	Which animals live in Africa?	What are baby farm animals called?	What might happen next?	How can we protect the natural world?
	What makes you feel happy, sad, angry, worried or calm?	Which planet do we live on?	What makes Elmer different and special?	What sounds do farm animals make?	Which words sound the same at the end?	What are the stages of a butterfly's life cycle?
	What can help you when you experience a big feeling?	What happens to the trees during autumn?	What are you proud of?	What happens when we plant a seed?	Can you hear the rhyming words in this story?	Which foods did the hungry caterpillar eat?
	Who can help you when you are worried?	What is the weather like in autumn?	Does everyone have to be good at the same things?	How can we care for a growing plant?	How did superworm help his friends?	
	What can you do if you need help?	What is Christmas?	What was the surprise in Handa's surprise?	What steps are needed to make bread?	Which words do not rhyme?	What makes somebody a good friend or hero?
	How can we look after ourselves, one another and our classroom?	What traditions are special to your family?	Who are the special people in your life?	What is Easter?	Can we join in with the repeated words and phrases?	Why does a spider make a web?
		How can we show kindness to others?	What could we do to make somebody feel loved?	What traditions are special to your family?	Who celebrates Eid?	

Vocabulary	Myself, unique, same, different, welcome, friend, class, family. Feelings, emotions, happy, sad, angry, worried, scared, excited, calm, shy, proud, frustrated, surprised, safe. Breathe, relax, pause, listen, gentle, safe. School, teacher, classroom, activity, explore, tidy, share, listen, ready, wait.	Space, Earth, Moon, Sun, star, planet, night, dark, light, astronaut, rocket, discover. Autumn, season, leaf, branch, conker, pinecone, seed, weather, change, fall, crunch, notice. Christmas, celebration, Christian, Jesus, Nativity, family, tradition, decoration, present, card, kindness, giving.	Africa, continent, map, climate, desert, grassland, rainforest, elephant, giraffe, herd, pride, habitat, wild Fruit, basket, ripe, juicy, sweet, sour, smooth, rough Unique, different, special, belong, proud, confident, courage, kindness Love, friendship, special, care, appreciate, heart	Farm, farmer, field, barn, tractor, crops, harvest, animals, shelter, care, herd, flocks, graze, milk, eggs, wood, hay, straw Help, share, cooperate, teamwork, together, fair, unfair, lazy, tired Easter, Christian, Jesus, cross, church, celebrate, spring, egg, chick, lamb, blossom	Tale, story, character, beginning, middle, end, predict, retell, once upon a time Rhyme, pair, sound, word, rhythm, beat, syllable, match, listen, hear, nonsense Clever, cunning, frightened, worries, excited, determined, greedy, safe, danger Eid, Islam, Muslim, Ramadan, prayer, mosque, celebration, family, tradition	Minibeast, insect, bug, head, thorax, abdomen, wing, antenna, shell, web, silk, slimy, smooth Lifecycle, egg, hatch, larva, caterpillar, chrysalis, pupa, butterfly, transform, stage Classify, sort, count, notice, investigate, magnifying glass, environment, nature
Tasks to complete	Welcome meeting for parents Photos for pegs etc. WellComm Baseline data entry Name writing baseline Self-Portraits	Termly data entry Moderation Name writing Calls and prep for January starters Self-Portraits Christmas – card & decoration	Welcome meeting for parents Self-Portraits New starters: Photos for pegs etc. WellComm Baseline data entry Name writing baseline Self-Portraits	Termly data entry Moderation Name writing Calls and prep for summer starters Self-Portraits	Welcome meeting for parents Self-Portraits New starters: Photos for pegs etc. WellComm Baseline data entry Name writing baseline Self-Portraits	Termly data entry Moderation Name writing – final Calls and prep for September starters Self-Portraits – final Graduation photos

Provision ideas	<u>Guided Task:</u>	<u>Guided Task:</u>	<u>Guided Task:</u>	<u>Guided Task:</u>	<u>Guided Task:</u>	<u>Guided Task:</u>
	Self portraits Who's in my family lolly stick houses Collective art	Fairy sticks Edible sparkler treats Christmas lists Collective art	Fruit tasting Handa's retell Valentines card Collective art	Baking bread Easter card Growing vegetables Collective art	Story map Baking gingerbread men Collective art	Life cycle sequence Butterfly suncatchers Collective art
	<u>Indoor</u> Photos of families Babies Dolls house Loose parts faces Colour monster feeling of the week sensory tray Pom pom and tweezers colour monster Familiar stoires Familiar logos Listening walk	<u>Indoor</u> Whatever next props Woodland animals Autumn pictures Firework pictures Pattern underpants Shape rockets Rangoli patterns Playdoh aliens Leaf rubbing Investigating natural treasures Construction – rockets Star constellation pictures Conker counting	<u>Indoor</u> Colour sorting Habitats and animals Maps and globes Chinese lanterns Milk bottle Elmer African sunset painting Construction – animal pens/zoo Paper plate lions Story props and masks Threading pasta necklaces Magnatiles ABAB pattern	<u>Indoor</u> Farm small world Holi – coloured sand, colour mixing Vegetable printing Animal masks Bread variety in home corner & story props Tractors and trailers Animal puzzles Smaller construction	<u>Indoor</u> Gingerbread playdoh and cutters Constructing pigs houses Cutting opportunities for Matisse Puppet theatre Magnifying glasses and stills from Each Peach Pear Plum Silly soup Rhyme pairs Smaller construction	<u>Indoor</u> Paint rolling – webs Free the fly tape webs with tweezers Spiders in playdoh – pipe cleaners Shape focus – Walter book Counting ladybird spots Observational drawing flowers Compare length worms Weaving and threading webs Junk modelling
	<u>Outdoor</u> Mud kitchen Pouring, scooping and filling Dance and move Obstacle course – gross motor, body awareness Team games – parachute	<u>Outdoor</u> Moon sand & slime Mud painting Large rocket role play Pumpkin exploration Blow away pictures Loose part pictures Instrument exploration	<u>Outdoor</u> Animals in sand and water Move like an animal game Herbs and spices in mud kitchen Jungle dance with African music	<u>Outdoor</u> Sensory play – soil, seeds, vegetables, magnifying glasses Wash muddy tractors Safety knives and vegetables in mud kitchen Planting	<u>Outdoor</u> Build bridges over a 'river' - team work and balance Troll cafe in mud kitchen Telescopes and props for shark in the park Alternative role play opportunities	<u>Outdoor</u> Build a bug hotel Flower soup Clipboards and magnifying glasses – bug hunt Designated digging area

Communication and Language: Listening Attention Understanding	Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities. Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting. Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.	Listens to simple stories. Listens to other people speaking to me. Focusing more attention on stories being told to them. Give attention to others who are speaking to me. Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'.	Listens to others speaking and continues the conversation following on from what has been said. Paying attention when listening to longer stories. Switches attention between listening to others and completing a task. Recalling what happens in a story I have read. Understanding a three key word sentence.	Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read. Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate. Beginning to understand one step instructions and questions.	Listens more carefully Knows why we should listen. Knows they sometimes have to wait their turn when speaking. Understanding prepositional language e.g. on, under. Asking why things are happening.	Listen attentively and respond to what they hear with relevant questions, comments, or actions. Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. Follow 1 step instructions. Understand 'why' questions.
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Communication and Language: Speaking	Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.	Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'.	Answering 'who, what, where' questions. I can recite a Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.	I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.	Using a wider range of vocabulary in my play. Singing some songs independently. .	Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.
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Statutory Framework - The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Self-Regulation	I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions. .	I can sit nicely and keep my feet to myself. I can look after the toys and equipment at my setting.	I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery.	I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way.	I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.	I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel.
Personal, Social and Emotional Managing Self	I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support.	I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so.	I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day.	I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices.	I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.	I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school.

Personal, Social and Emotional Building Relationships	I can take turns with other children with support from the adults in my setting.	I will play alongside other children in my setting and may need adult support to do this.	I can come into my setting with minimal support from an adult.	I am forming friendships with some children in my setting.	I am beginning to solve conflicts with others.	I find solutions to conflicts I have had.
	I can separate from my parent/caregiver with adult support.	I play simple turn taking games in adult guided groups. I am showing more interest in other children's play.	I can talk about my family. I am beginning to show friendly behaviours to my peers.	I am becoming more confident in social situations.	I am showing more social confidence.	I can talk about what a friend is and name some of my friends when asked.

Statutory Framework - 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.

Physical Development Gross Motor Skills	I can walk and crawl confidently. I will climb using two feet at a time. I Know how to scoop and pour e.g. sand, mud. I can run around the setting with some control and direction. I clap and stamp to music.	Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence.	I can put on my own coat (needing support to do their coat up still) I can put on my own shoes. Going up and down stairs with control and balance.	I can kick a large ball with some control. I can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of my body. To use the available equipment to create an obstacle course to navigate.	To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource. To begin to show good posture when sitting on the carpet.	To make up own movements with my body. To begin to use my core muscle strength to achieve good posture when sitting on the floor or at the table. To be able to climb safely. I choose the right equipment to move safely.
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Physical Development Fine Motor Skills	Use a palm grip when using mark making tools.	Mark making by scribbling and colouring.	Beginning to use a four finger grip to use mark making tools.	Making more controlled marks when drawing and mark making.	Use a two finger and a thumb grip.	Use pencils and other equipment comfortably for them.
	I can use a spoon to feed myself correctly. Use spring loaded scissors to make snips into paper with adult support.	Explore a range of fine motor activities and implements, Use a spoon and a fork to feed myself.	Use construction equipment correctly to build e.g. Duplo, Magnatiles. To develop more independence when using spring loaded scissors.	Manipulating dough through rolling, squeezing, balling and patting.	I can draw and paint clearer shapes and pictures when drawing and painting. Show some threading skills.	Begin to make snips in paper either using one hand or two independently. I can turn pages in a book one at a time. May form some letters in their name.

Statutory Framework - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy Comprehension	Begin to join in with familiar rhymes and stories. Sing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.	I understand that we should turn one page at a time in a book. Begin to understand that print has meaning. Talk about the pictures in a book with support.	I enjoy singing a range of rhymes and songs. I enjoy listening to longer stories. I join in with some simple repeated refrains in well know stories/ rhymes.	Begin to understand we read from left to right and top to bottom. Begin to name the parts of a book e.g., front cover, title, and author.	Enjoy listening to longer stories and remember much of what happens. Talk about a story, turning one page at a time. Answer simple questions about stories. Beginning to predict what might happen in a story.	Engage in extended conversations about stories. I know and say how the story might end. Tell a longer story. Listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.
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Literacy Word Reading	Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.	Discriminate between different instrument sounds. Sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme	To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.	To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.	Begin recognising some words that start with the same initial sound. Begin to recognise some individual letter sounds with support	I recognise my own name independently. Begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word.
Literacy Writing	Develop an interest in making marks. I am beginning to distinguish between marks and pictures/ drawings.	Draw marks that are not always distinguishable. Follows large pattern templates available. :	Add some marks to drawings. Add marks that to them symbolises their name.	Beginning to give meaning to the marks I make.	Understand that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.	Give meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing (writes some or all of their name)

Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
	Aspect 1 Environmental sounds	Aspect 1 Environmental sounds Aspect 2 Instrumental sounds	Aspect 1 Environmental sounds Aspect 2 Instrumental sounds Aspect 3 Body percussion	Revise Aspect 1-3 Aspect 6 Voice sounds Aspect 7 Oral blending and segmenting	Revise Aspect 6-7 Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration	Revise Aspect 4-7 Phase 2 Introduce the first set of sounds if children are ready

Statutory Framework - 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)

Mathematics

Autumn 1

Counting

- Count up to 3 items, moving or touching them in everyday contexts with 1:1 correspondence
- Understand the last number said in the set is the total number
- Understand that objects can be counted in any order and the amount will be the same
- Know that objects in a group can be rearranged without affecting the total

Shape

- Recognises that two objects have the same shape
- Chooses items based on their shape which are appropriate for the child's purpose
- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes
- Shows awareness of shape similarities and differences between objects

Space

- Moves their bodies and toys around objects and explore fitting into spaces
- Identifies patterns in the environment
- Describes simple patterns in the environment
- Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper
- Use informal language like 'pointy', 'spotty', 'blobs' etc.

Money

- Understand that money is used to pay for items
- Understand that we need to pay for goods
- Understand that items can have different prices
- Talk about things they want to spend their money on

Time

- Beginning to understand some talk about immediate past and future and understand 'before' and 'after' language
- Beginning to anticipate times of the day such as home time

Mathematics

Autumn 2

Counting

- Subitise up to 3 items (in dice domino arrangements)
- Identify quantities of objects from 1 to 3 when arranged randomly
- Join in with rote counting from 1 to 5
- Rote count from 1 to 5
- Use the words 'same' and 'equal' to indicate equivalence

Shape

- Attempts to create arches and enclosures when building using trial and improvement to select blocks
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Make simple constructions
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Responds to both informal language and common shape names
- Talk about and explore 2D and 3D shapes using informal mathematical language: sides, corners, straight, flat, round
- Know that shapes can appear in different ways and be different sizes

Space

- In everyday situations, understand and use the terms on top, under with support of gestures
- In everyday situations, understand and use the term in front of, behind, next to with the support of gestures
- Responds to some spatial and positional language
- Understand position through words alone
- Begins to remember their way around familiar environments

Money

- Shows an interest in coins and notes, talking about shape, colour and size
- Identifies that coins, notes and plastic cards can be used to pay for things
- Talk about different ways we can pay for things

Time

- Know that days have names
- Know some names of the days of the week
- Understand that the current day is always known as today
- Understand that yesterday is the day before today
- Understand that tomorrow is the day after today

Mathematics

Spring 1

Counting

- Count up to 5 objects emphasising the last number said
- Count up to 5 objects, moving or touching them, emphasising the last number said
- Count the number of fingers on one hand and know each hand has 5 fingers
- Count and show the correct number of fingers for numbers up to 5
- Understand and use conversation of number

Number recognition

- Recognise numerals 0-5
- Identify a given number from a selection within the range 0 to 5
- Select the numeral to match amounts from 0 to 5 when in order

Space

- Is interested in what happens next using the pattern of everyday routines
- Joins in the anticipates repeated sound and action patterns
- Continues a repeating ABAB pattern

Length

- In meaningful contexts, finds the longer or shorter of two items
- Find an object of similar length/width/height
- Make comparisons between objects relating to size, length and height using language such as longer, shorter, wider, narrower, taller, shorter

Weight

- In meaningful contexts, finds the heavier or lighter of two items
- Make comparisons between objects relating to weight e.g. heavier or lighter

Mathematics

Spring 2

Counting

- Count up to 5 pictures, touching or marking as they are counted
- Recognises familiar arrangements for numbers up to 5 when on a dice or domino
- Identify quantities of objects up to 5 when placed in a dice or domino arrangement

Number recognition

- Select the numeral to match amounts from 0 to 5 when randomly arranged
- Select the numeral to match amounts from a selection within 0 to 5 e.g. 3, 2 and 5

Number graphics

- Represent a given amount up to 5 using objects
- Represent a given amount up to 5 using own marks and symbols
- Explain what their marks and symbols represent

Calculating

- Understand the concept of addition as combining sets of objects
- Know that one more found by adding one object to an existing group of objects
- Recognise that one more is the next number in the counting sequence (when counting in ones)

Space

- Extend and create ABAB patterns – stick, leaf, stick, leaf
- Notice and correct and error in a repeating pattern

Mathematics

Summer 1

Counting

- Count up to 5 actions
- Count and show the correct number of fingers for numbers up to 5
- Join in with rote counting back from 5 to 0
- Rote counting from 5 to 0
- Join in with counting back rhymes using objects or fingers to represent how the numbers change
- Know that when there are no objects this is represented by the word 'zero'
- Understand the relationship between 'more' and 'fewer' e.g. 4 is more than 3 so 3 is fewer than 4
- Compare groups by counting the objects including sets of different sized items

Number sense

- Recognise when groups of the same size have been made using different pairs of smaller groups e.g. a tower of 5 made from a tower of 2 and a tower of 3
- Partition a set of objects into two smaller groups

Calculating

- Understand the concept of subtraction as removing one amount from within another
- Know that one fewer (one less) is found by removing/taking away one object from an existing group
- Describe the number that is one fewer (one less) than one as zero and show this practically

Sorting

- Sort objects and say what features they have in common

Capacity

- In meaningful contexts, finds the more/less full of two items
- Make comparisons between objects relating to capacity e.g. more/less

Mathematics

Summer 2

Counting

- Count reliably up to 5 in everyday contexts
- Recite numbers past 5
- Fast recognition of up to 3 objects, without having to count them individually (subitising)

Number sense

- Partition a set of objects in different ways
- Know that numbers greater than 1 can be made in different ways

Number recognition

- Begin to represent amounts from 0 to 5 using numerals

Calculating

- In real life contexts find one more and one less than a given number
- Count up to 5 objects
- Combine two groups of objects (total within 5) counting how many are there
- Remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left

Space

- Describe a familiar routine and discuss routes and locations, using words like 'in front of' and 'behind'

Statutory Framework - 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.

Expressive Arts and Design Creating with Materials	Recognise colours and chooses them for a purpose.	Uses a glue stick to join materials together.	Be confident when drawing	Using spring loaded scissors to snip	Build using smaller construction kits correctly.	Cut with more confidence
	Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.	Creates an independent craft using available materials e.g. An independent Christmas Card.	I can name what I have drawn and I can draw from memory Add more to pictures and creations e.g. pom-poms, glitter.	Using printing materials in the paint such as sponges and shapes Continues to develop drawing skill	Use a range of painting and printing materials to explore form and function. Experimenting and mixing colours together Children may create with a friend.	Create independently and use ideas they have seen and come up with Build for a purpose using a range of construction equipment Use a range of 'sticking' tools to join artwork e.g. sellotape, masking tape, PVA glue, and glue stick

Expressive Arts and Design Being Imaginative and Expressive	Dance to music. Explore moving to music in different ways	Develop storylines in their play, children using familiar props in their play	Include experiences in roleplay	Explore a range of musical instruments and learn to hold a beat	Join in with the actions to songs	Make up stories verbally while playing
	Show an interest in the small world and roleplay areas, roleplaying first- hand experiences.	Sing to familiar songs and nursery rhymes they have learnt or are learning.	Talk about music (favourite songs or songs they do not like) Knowing and singing along to more nursery rhymes Listen to songs from different cultures.	Use vocals and instruments to make music either together or separately Link real life and stories into the small world I use props in my play	Engage in roleplay in and out of the home-corner and becoming more immersed in their play.	Act out stories with the small world or in play Perform songs either vocally or with an instrument

Statutory Framework for 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.

Understanding the World Past and Present	Use words 'now' and 'next'. Talk about family, who they live with and any pets.	Use the words 'then' 'now' 'next' 'before'. Talk about their past life experiences e.g. birthdays, Christmas	Understand the terms 'old' and 'new' and recognise old and new objects e.g. cars, shops, photos	Comment on their own past experiences e.g. Easter. Show curiosity about objects from the past.	Confidently talk about who they are and who they live with Ask questions to family members about when they were young.	Begin to understand how to sequence two events Sequence family members e.g. baby, mum, grandma
Understanding the World People, Culture and Communities	Talk about their families. Talk about who is special to them and why Name their family members.	Talk about how we look after our friends and families. Talk about their homes and what they have inside their homes. Talk about the celebration of Christmas.	Recognise familiar signs, shops in the local environment. Talk about the transport used in my community. Talk about the similarities and differences between celebrations	Speak positively about differences between people and ways of life. Show an interest in people with a range of occupations.	Show an idea of 'belonging' Being to understand what the 'wider world' is and how we all play a part and get along with one another.	Use the correct vocabulary to name different features of their community. Know there are other countries than England and that they look different to ours.

Understanding the World The Natural World	Show respect and care for their environment.	Explore the changing weather and seasons (Autumn)	Understand how and why we respect and care for animals.	Explore the changing weather and seasons (Spring)	Grow plants from seeds and caring for them	Explore the changing weather and seasons (Summer)
	Talk about their home environment and school environment.	Continue to explore using their senses.	Explore a range of materials and natural objects.	Learn about new life and plants based around Spring time	Explore how these plants grow and change over time.	Notice changes such as ice melting in the sun and offering a reason why
	Explore their world and environment through their senses.	Show more of an interest in the world.				Explore a range of materials and natural objects.
	Name parts of the body.					

Statutory Framework for 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.