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|  | **Autumn 1****(7 Weeks)** | **Autumn 2****(7 Weeks)** | **Spring 1****(6 Weeks)** | **Spring 2****(6 Weeks)** | **Summer 1****(6 Weeks)** | **Summer 2****(7 Weeks)** |
| **Overarching Themes**This is subject to change due to following children’s interest | **Marvellous Me**All about meMy familyStarting schoolFeelings and emotionsBeing kindHealthy EatingExerciseTeeth (oral health)**Pirates**Pirates- Launch of the message centre | **Let’s Celebrate**Developing an understanding of different cultures and celebrations.HalloweenBonfire NightDiwaliChristmasOther events: Remembrance | **Transport**How can we get there?How does it move?Vehicles past and present SpaceEmergency services | **Our Wonderful World**Our local environmentContrasting environmentsBuildingsWhere do you live?Recycling and Pollution Who works there? | **Traditional Tales**Fairy tales/traditional talesForest SchoolDen making Planting and Growing – beans, sunflowersIdentifying plants and trees | **Amazing Animals**Minibeasts LifecyclesAnimalsHabitatsDinosaursTransition to Year 1 |
| **Wow moments**Experiences and Visitors | A message from the PiratesTesco visitAutumn WalkSkipping Workshop – Week 5Cooking – Fruit kebabs | Church VisitTesco VisitDiwali - Clay Diva Lamps Cooking – Christmas CupcakesVisits from parents - DiwaliSponsored scoot (enterprise) Week 2Christmas Performance | Visits from parents Chinese New YearTesco VisitPolice/Emergency services visitsCooking – Stir FryTrip in Minibus. Winter walkStay and Play | Tesco VisitCooking – PancakesSpring walk Library VisitVisits from parents Visits from school staff (Cook/Caretaker)Stay and Play | Planting Tesco VisitForest SchoolCooking – Gingerbread BiscuitsSports DayStay and Play | Visit to Court FarmMinibeast hunt CaterpillarsBeekeeper Visit Mojo ActiveClay minibeasts/dinosaursMeeting my new teacherYear group assemblyStay and Play |
| **Literacy** | It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |
| **Key Texts/ Resources** | The Colour MonsterElmer Rosie’s WalkThe Little Red HenThe Night Pirates. | We’re Going on a Bear Hunt Room on the Broom Funnybones StickmanThe Christmas Pine | How to Catch a Star The Naughty Bus Whatever Next!JourneyMr Gumpy’s Outing | Mama Panya’s Pancakes Supertato TidySomeone Swallowed Stanley | Jack and the Beanstalk Goldilocks and the Three BearsThe Gingerbread Man The Three Little Pigs  | Non-fiction big book – minibeastsYucky WormsThe Very Hungry Caterpillar What the Ladybird Heard  |
| **Comprehension**daily rhymesdaily stories with questioning | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a bookSequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Using Talk for Writing Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Enjoys an increasing range of books | Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.Make predictionsBeginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.Sort books into categories.Able to identify when taught vocabulary is used in a text. | Begin to draw information from the text in order to answer who and what questions.Understand that fiction and non-fiction texts are structured differently.Suggest how an unfamiliar story read aloud to them might end.Give an opinion on a book and express if they liked/disliked it.Begin to use a range of taught vocabulary in their play. | Make simple, plausible suggestions about what will happen next in a book they are reading.Make inferences to answer a question beginning, ‘Why do you think…?’Able to use a range of taught vocabulary in their play. | When prompted, say whether they liked/disliked a book and give a simple justification or relevant comment to explain their thoughts.Play influenced by their experience of books using simple props and appropriate vocabulary.Recall the main points from a text in the correct sequence using their own words and include new vocabulary. |
| **Writing** | Introduction to mark making.Developing dominant hand.Introduction to: Message centre Drawing club (DC) | Initial forming of taught soundsDeveloping dominant handDeveloping comfortable pencil gripMessage centreDrawing clubT4W | Writing individual phase 2 and 3 sounds.Writing simple CVC words using taught sounds.Forming taught sounds with greater accuracy.Pencil held in comfortable grip in dominant hand.Message centreDrawing clubT4W | Writing simple captions and labels using phonic knowledge.Continually develop pencil grip.Forming taught sounds with greater accuracy.Message centreDrawing clubT4W | Writing independent captions and simple sentences.beginning to use finger spaces.Form lower case and capital letters mostly accurately.Message centreDrawing clubT4W | Able to write captions, labels and simple sentences accurately using phonics.Message centreDrawing clubT4W |
| **Supersonic Phonic****Friends**  | **Word Reading:** Hear general sounddiscrimination and be able to orallyblend and segment.**Basics 1/2** Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. | **Word Reading:** Read individual lettersby saying the sounds for them.Blend sounds into words, so that theycan read short words made up ofknown letter-sound correspondences.Read a few common exception wordsmatched to the school’s phonicprogramme.**Basics 2**Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spellingTricky words - I, to, no, go, is, has, his, as, into, of | **Word Reading:** Read individualletters by saying the sounds forthem.Blend sounds into words, so thatthey can read short words made upof known letter-soundcorrespondences.Read a few common exceptionwords matched to the school’sphonic programme.**Basics 2/3** Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know the remaining grapheme - phoneme correspondence for j, v, w, x, y z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Tricky words – he, she, we, me, be | **Word Reading:** Read some letter groups thateach represent one sound and say sounds forthem.Read simple phrases and sentences made upof words with known letter–soundcorrespondences and, where necessary, a fewexception words.**Basics 3** Consolidate Phase 2 skills. – Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi er Know trigraph igh ear ure air Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if neededTricky words – was, my, you, they, her, are, all | **Word Reading:** Read some lettergroups that each represent onesound and say sounds for them.Read simple phrases and sentencesmade up of words with knownletter–sound correspondences and,where necessary, a few exceptionwords.**Basics 3/4** Consolidate phase 2 and 3 skills. Read CVCC CCVC words. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.Tricky words - do, were, one, said, have, like, so, some, come | **Word Reading:** Read some tricky wordsfrom Phase 4 e.g. said, like, have, so.Re-read what they have written to checkthat it makes sense.**Basics 4** Consolidate phase 3 Teach phase 4 CCVC cccvc ccvcc Tricky words – when, have, there, out, like, little, what |
| **High quality whole class reading texts**To include books covering diversity, PSHE, Environment, Rhyme, Traditional Tales,Non-FictionThis list will be developed across the year | What the sea sawThe whale who wanted moreClem and CrabLighthouse Keepers lunchLittle turtle in the changing seaCommotion in the ocean (poetry)Snail and the WhaleTiddlerLost and FoundStorm WhaleThe Night PiratesOn Sudden Hill Sharing a ShellRainbow fishWhy Should I Brush My Teeth? (oral health)Tusk Trouble (oral health)Monkey PuzzleAll are WelcomeThe Colour Monster goes to SchoolOur Class is a FamilyYou Choose | We’re Going on a Lion HuntThe Snow BeastThe Old Woman and the PumpkinStanley’s StickPick a PumpkinLittle Robin Red VestThe Button BoxPete The Cat and His Groovy ButtonsBonfire NightThe Story of Diwali Mog’s Birthday The Tiger Who Came to Tea Room on the BroomWe’re Going on a Bear HuntStick Man One Winter’s Day One Snowy Day Tree Through the SeasonsWhere the Poppies now Grow The Christmas Truce  | Duck in a truckAstro girlNaughty busEmergency (Margaret Mayo)JourneyMr Gumpy’s Motor CarThe Hundred Decker BusRunaway TrainEmma Jane’s AeroplaneAmelia Earhart Lost and FoundLast Stop on Market StreetWho Sank the Boat? Mrs Armitage on WheelsYou Can’t Take an Elephant on the Bus!Cars, Trains, Ships and Planes. | Through my WindowMy Two GrandadsAnna HibiscusPeople Who Help UsPeople Who Help Us at SchoolPeople Who Help Us in Hospital Blue Monster Wants it allLighthouse keeperA Superhero like MeMy Two Grandads Somebody swallowed StanleyThe Seaside- Then and NowI am not an egg box Dinosaurs and all that RubbishWhat a WasteIggy Peck Architect Tree: Seasons Come and Seasons Go | The Magic Paintbrush (Donaldson)Runaway PeaThree Billy Goats GruffJack and the MeanstalkThe Bean MachineThe Curious GardenStanley’s Stick | Red AlertTidyBog BabyWhat the Ladybird HeardWalking through the Jungle |

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| **Communication and Language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, 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.** |
| Throughout the year children will learn new vocabulary through stories, and shared discussion times. Parents are encouraged to share family experiences on Tapestry. We have dedicated times for children to talk about and recount their experiences using the photos as visual prompts. Children gain in confidence to speak in front of the class and to answer questions about who, where, what and when. Little Nut Brown Hare (class teddy). | Understand how to listen carefully and why listening is important.Engage in story times, rhymes, and songs.Maintain attention in whole class/groups.Follow 1 step instructions.Understand ‘why’ questions.Use sentences 4-6 words.Use talk to organise play. | Listen in familiar & new situations.Engage in story times.Maintain attention in new situations.Ask questions to find out more and to check they understand what has been said to them.Follow instructions with 2 parts in a familiar situation.Start a conversation with peers and familiar adults and continue for many turns.Develop social phrases  | Listen attentively in a range of situations.Maintain attention during appropriate activity.Engage in non-fiction books.Consider the listener and take turns.Use talk to organise/stand for something else in play.Begin to use past tense.Begin to recount past events. | Understand why listening is important.Maintain attention in different contexts.Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.Ask questions to find out more and check understanding.Articulate their ideas and thoughts in well-formed sentences.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabularyBegin to connect one idea or action to another using a range of connectives.Describe events in some detail. | Listen and understand instructions while busy with another task.Maintain activity while listening.Understand how, why, where questions.Describe events in some detail.Express ideas about feelings and experiences.Articulate their ideas and thoughts in well-formed sentences.Use language to reason | Listen and respond with relevant questions, comments, or actions.Attend to others in play.Make comments and clarify thinking with questions.Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Speak in well-formed sentences with some detail.Use new vocabulary in different contexts.Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. |

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| **Personal, Social and Emotional Development** | Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.** |
| **Managing Self****Self-Regulation****Making Relationships** | **JIGSAW****Being Me in My World**I understand how it feels to belong and that we are similar and differentI can start to recognise and manage my feelingsI enjoy working with others to make school a good place to beI understand why it is good to be kind and use gentle handsI am starting to understand children’s rights and this means we should all be allowed to learn and playI am learning what being responsible means**Further Learning:**Class rules: Behavioural expectations in the class/boundaries setClass rules  | **JIGSAW****Dreams & Goals**I understand that if I persevere I can tackle challengesI can tell you about a time I didn’t give up until I achieved my goalI can set a goal and work towards itI can use kind words to encourage peopleI understand the link between what I learn now and the job I might like to do when I’m olderI can say how I feel when I achieve a goal and know what it means to feel proud | **JIGSAW****Keeping Healthy**I understand that I need to exercise to keep my body healthyI understand how moving and resting are good for my bodyI know which foods are healthy and not so healthy and can make healthy eating choicesI know how to help myself go to sleep and understand why sleep is good for meI can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toiletI know what a stranger is and how to stay safe if a stranger approaches me**Further Learning:**Teeth cleaning | **JIGSAW****Celebrating Difference**I can identify something I am good at and understand everyone is good at different thingsI understand that being different makes us all specialI know we are all different but the same in some waysI can tell you why I think my home is special to meI can tell you how to be a kind friendI know which words to use to stand up for myself when someone says or does something unkind | **JIGSAW****Relationships**I can identify some of the jobs I do in my family and how I feel like I belongI know how to make friends to stop myself from feeling lonelyI can think of ways to solve problems and stay friendsI am starting to understand the impact of unkind wordsI can use Calm Me time to manage my feelingsI know how to be a good friend | **JIGSAW****Changing Me**I can name parts of the bodyI can tell you some things I can do and foods I can eat to be healthyI understand that we all grow from babies to adultsI can express how I feel about moving to Year 1I can talk about my worries and/or the things I am looking forward to about being in Year 1I can share my memories of the best bits of this year in Reception |

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| **Physical Development** | Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** |
| Fine Motor | Dough DiscoDaily Fine Motor activitiesDevelop fine motor skills through threading, finger gym provision, malleable materials such as dough and clay. How to hold and be safe with scissors. | Dough DiscoDaily Fine Motor activities Begin to develop control and correct grip of pencil and mark making tools.Put on coat and zip up coatBegin to cut along straight lines accurately using scissors.Begin to teach correct letter formation. | Dough DiscoDaily Fine Motor activities.Daily handwriting sessions.Provide opportunities to further develop pencil grip and fine motor controlAble to cut along straight lines with greater accuracy.Continue to develop correct letter formation. | Dough Disco Daily Fine Motor activities.Daily handwriting sessions.Provide opportunities to further develop pencil grip and fine motor controlBegin to cut along curved lines using scissors with greater accuracy.Lower case letters are mostly formed correctly. | Daily Fine Motor activities.Dough Disco Daily handwriting sessions.Provide opportunities to further develop pencil grip and fine motor controlLower case letters are most formed correctly.Able to use a range of small construction materials (i.e. Lego) to build. | Daily Fine Motor activities.Dough Disco Daily handwriting sessions.Provide opportunities to further develop pencil grip and fine motor controlLower case letters are formed with greater accuracy and are easily read. |
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| Gross Motor | Dough DiscoBark ParkScooters to develop core strength and balance.Large vertical mark making.Develop hand control with regard to hand washing.PE sessions – Gymnastics – Gross motor skills development  | Dough DiscoBark ParkScooters to develop core strength and balance.PE area in CPVertical mark making.PE sessions - DanceDevelop movements in time to music.Improve large motor control and introduce new types of movements:* jumping
* running
* skipping
* hopping
 | Dough DiscoBark ParkPE area in CPDevelop large mark making - include diagonal, horizontal and verticalPE sessions - GymnasticsDevelop control and balance. Increase core strength.Introduce safe ways to jump, land and roll. | Bark ParkPE area in CPContinue to develop large mark making - include diagonal, horizontal and verticalPE sessions - GamesDevelop ball skills and spatial awareness:* patting
* throwing
* rolling
* catching
* kicking
 | Bark ParkPE area in CPContinue to develop large mark making - include diagonal, horizontal and verticalPE sessions – DanceSports Day skillsFurther develop ball skills to include balancing | Bark ParkPE area in CPContinue to develop large mark making - include diagonal, horizontal and verticalPE sessions – Gymnastics Skipping SkillsImprove large motor skills to develop a more coordinated approach to jumping |

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| **Maths****Daily provision throughout the year:**-Self-registration 5/10 frames-Lunch registration 5/10 frames-Daily subitising -Calendar – seasons, months, days of the week.-Counting rhymes & songs-Real life Maths in domestic role play area-Drawing Club - Maths element-Maths resources & loose parts available in CP-Maths Floor book to encourage reflection upon learning & child voice | 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**. |
| **White-Rose** |
| **Getting to Know You**Gov Baseline Teacher Assessment Counting rhymes and songs Position (where do things belong?) Routines Calendar including seasons, months, days of the week.Self-registration 5 framesLunch register 5 frames **Match, Sort and Compare**MatchingSortingIdentifying setsComparing amounts**Talk about Measure and Pattern**Compare, size, mass and capacityExplore, continue and create simple patterns | **It’s Me 1,2,3**Subitising 1,2,3Representing 1,2,31 more1 lessComposition of 1,2,3**Circles and Triangles**Identify and name circles and trianglesCompare circles and trianglesShapes in the environmentPosition**1,2,3,4,5**Find 4 and 5Subitise 4 and 5Represent 4 and 51 more and 1 lessComposition of 1,2,3,4,5**Shapes with 4 Sides**Identify and name shapes with 4 sidesCombine shapes with 4 sidesShapes in the environmentDay and night | **Alive in 5**Introducing 0Find 0,1,2,3,4,5Subitising 0,1,2,3,4,5Represent 0,1,2,3,4,51 more and 1 lessCompositionConceptual subitising to 5**Mass and Capacity**Comparing mass Find a balance Explore capacityCompare capacity**Growing 6, 7, 8**Find and represent 6,7,81 more and 1 lessComposition of 6,7,8Making pairsOdd and evenDoubles to 8Combining 2 groupsIntroduction of 10 frames | **Length, Height and Time**Explore and compare lengthExplore and compare heightTalk about timeOrder and sequence time**Building 9 & 10**Find 9 and 10Represent 9 and 10Compare numbers to 10 Conceptual subitising to 101 more and 1 lessComposition of numbers to 10Bonds to 10Making arrangements of 10Doubles to 10Even and odd**Explore 3D Shape**Recognise and name 3D shapesFind 2D shapes within 3D shapesUse 3D shapes for tasks3D shapes in the environmentIdentify, copy and continue more complex patternsPatterns in the environment | **To 20 and Beyond**Building numbers beyond 10Counting Patterns beyond 10Verbal counting beyond 20Verbal counting patterns**How Many Now?**AdditionSubtraction**Manipulate, Compose and Decompose**Select shapes for a purposeRotate shapesManipulate shapesExplain shape arrangementsCompose and decompose shapesCopy 2D shape picturesFind 2D shapes within 3D shapes | **Sharing and Grouping** Sharing GroupingEven and OddDoubles**Visualise, Build and Map**PatternsPositionInstructionsMapping**Make Connections**Deepen understandingPatterns and relationships**Consolidation** |
| **Mastering Number** |
|  |  • identify when a set can be subitised and when counting is needed.• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.• spot smaller numbers ‘hiding’ inside larger numbers.• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.• hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number.• develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence;understanding that anything can be counted, including actions and sounds. • compare sets of objects by matching. • begin to develop the language of ‘whole’ when talking about objects which have parts. | • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.• begin to identify missing parts for numbers within 5.• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame.• focus on equal and unequal groups when comparing numbers.• understand that two equal groups can be called a ‘double’ and connect this to finger patterns.• sort odd and even numbers according to their ‘shape’.• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern.• order numbers and play track games. • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. | • continue to develop their counting skills, counting larger sets as well as counting actions and sounds.• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.• compare quantities and numbers, including sets of objects which have different attributes.• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.• begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10.• continue to identify when sets can be subitised and when counting is necessary.• develop conceptual subitising skills including when using a rekenrek.  |

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| **Understanding the World****RE / Festivals**  | 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. |
| **Mapping**: Talk about the features of their immediate environment with visual representations, e.g. classroom, tour of the inside and outside of the school.Street view maps - know the location of the school and the different areas within the school grounds.**History**: Introduction to the concept of History – past and present – introduce class calendar. Sharing of recent history – use of Tapestry to share holiday news.Share pictures of children as babies – how have we changed?Class Floor Book.**Enquiry:** Notice changes to the natural world. | **Mapping**: Street view maps - know the location of Tesco Express in relation to the school.**History**: Recent History - sharing holiday/weekend news.Brief introduction to key events in History – Gunpowder Plot, Christmas Story.Class Floor Book.**Enquiry:** Recognise, talk about and know the changes that occur in Autumn - leaves, colours, weather, day and night, hibernation. | **Mapping**: Street view maps - Travel along the main Bradley Stoke road to the town centre - identify the Library, Leisure Centre and big Tesco.**History**: Recent History -sharing holiday/weekend news.Parent’s/grandparents jobs.Past and present transport – vehicles past and present.Class Floor Book.**Enquiry**: Recognise, talk about and know the changes that occur in Winter - frost, ice. | **Mapping**: To know that Bradley Stoke is within the City of Bristol and compare Bradley Stoke town with Bristol city centre. Use Street view maps.**History**: Recent History -sharing holiday/weekend news.Local history study – History of the school – focus on drawing out comparisons of now and then.Class Floor Book.**Enquiry**: Recognise, talk about and know the changes that occur in Spring. Littering and recycling.  | **Mapping**: Compare Bristol with the city of London. Use Street view maps.**History**: Recent History -sharing holiday/weekend news.Class Floor Book. Study of King Charles and the royal family.Compare carriages, palaces, castles with modern day equivalents.**Enquiry:** Recognise, talk about and know the changes that occur in Summer. Explore the lifecycle of a plant. Explore growing vegetables from seed and the need to respect and care for the natural environment and all living things - notice and talk about the changes that happen.  | **Mapping**: Create own maps using squared paper to create a plan and label with symbols and pictures for the school grounds. Compare England with other countries.**History**: Recent History -sharing holiday/weekend news.Class Floor Book.Develop understanding of where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.**Enquiry:** Recognise, talk about and know the changes that occur in Summer. Explore the life cycle of a butterfly, notice and talk about the changes that happen.  |
| Discovery RE Key Question | What makes people special? | What is Christmas? | How do people celebrate? | What is Easter? | What can we learn from stories? | What makes places special? |
| Festivals & Celebrations | HarvestDiwali Black History Month | Halloween Bonfire night Remembrance Christmas Jumper day Anti-Bullying Week | Chinese New YearLantern Festival (Taiwan) Valentine’s day  | Easter Pancake day World Book day St Patrick's Day Mother’s Day | EidEarth Day | Father’s Day  |
| Computing | Introduction to IWB – mark making.IWB - phonics and maths games. | Continue previous learning.Introduction to laptops - logging in. Bee Bots – programming along a route | Continue previous learning.Tablets - QR codes to listen to stories and rhymes. Games. |

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| **EAD** | The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.  |
| Daily:singing, access to art area, modelled learning, music area |
| Joining focus | PVA Glue and Glue sticks. | Making Glue (flour and water).Sellotape and masking tape.Cardboard joins - L brace and flange. | Continue previous learning.Flange, tab joinsSlot cut – Building strong base | Continue previous learning.Holepunches and treasury tags. | Continue previous learning.Split pins. | Continue previous learning.  |
| Focus Artist | Goldsworthy - Natural artKandinsky – Colour mixing | Esther Mahlangu – African artYayoi Kusama – Polka dot art | Van Gogh – SunflowersHenri Matisse - Snail |
| Music | Sing Up-I’ve Got a Grumpy FaceRow Row Row Your BoatPiano (exploring)Singing familiar nursery rhymesIntroduce Poetry Basket  | Sing Up-The Sorcerer’s ApprenticeWitch, WitchChristmas Performance - SingingPoetry Basket**Piano**:Introduce simple notation for Twinkle Twinkle Little Star and Jingle Bells. | Sing Up – Shake my Sillies OutUp and DownPoetry BasketPercussion instruments**Piano** Baa Baa Black SheepIntroduce Xylophone.  | Sing Up – Five Fine BumblebeesBird Spotting – Cuckoo PolkaPoetry BasketBuilding musical instruments Percussion instruments**Piano** Happy Birthday | Sing Up – Down There Under the SeaIt’s Oh So QuietPoetry Basket**Piano** Old Macdonald  | Sing Up – Slap Clap ClapBow, Bow, Bow BelindaPoetry Basket **Piano**Incy wincey spider |
| Performances | Little Red Hen | Christmas FairChristmas Performance |  |  |  | Reception year group assembly |
| **Domestic Role Play** | Clean the houseMoving in/unpackingDaily life - cooking (Tesco food delivery)Daily life – technologyDiwali | HalloweenIntroduce babiesShopping/moneyWinter - clothingChristmas | Self-care – exerciseSelf-care – hygiene Chinese New Year Pancake day Illness – doll with chicken pox/first aid kit | Mother’s Day St Patricks Day Taking care of a pet  | EasterEid Family time – board and card games Birthday party | Summer – clothing/sun safetyFather’s Day Summer holiday House for sale/moving out |