



Reception Class Curriculum Map

General coverage overview of key development matters skills to be taught and progression in phonics

Reception Spontaneous skills based PLOD (Possible Lines of Development) planning with the children following their interests Big book kept in class	Autumn 1 Suggested planned topics R Baseline A (week 1) Knowing me, Knowing you! (2 weeks) People Who help us: Doctors, Firefighters, Police, Teachers, Vets (2 weeks inc assessment week) People and homes, including where I live and local places	Autumn 2 Suggested planned topics Festivals of light Diwali Safety	Spring 1 Suggested planned topics Chinese New Year	Spring 2 Suggested planned topics Animals	Summer 1 Suggested planned topics Jurassic World Aliens Pirates	Summer 2 Suggested planned topics Plants and growth
RE	<p style="text-align: center;">Creation and Covenant</p> <p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. God created the world and said, 'Indeed it is very good' (Genesis 1:31). The whole of Creation shows God love for us (Laudato Si' 84-88).</p> <p>God is love. God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! Stewardship</p> <p>Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through baptism.</p>	<p style="text-align: center;">Prophecy and Promise</p> <p>The Annunciation (Lk 1:26-31, 38). The Nativity (Lk 2: 4-7). The Shepherds visit the manger (Lk 2:8-20).</p> <p>Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him.</p> <p>The tradition of the crib to tell the story of Jesus' birth.</p> <p>Various cultures celebrate Jesus' birthday in different ways. CST By our work in Advent, we help others and ourselves and we show our love to God. CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers</p>	<p style="text-align: center;">Galilee to Jerusalem</p> <p>The visit of the Magi (Matt 2:1-12). What? Jesus blesses the little children (Mk 10:13-16). How? Feeding of 5000 (Jn 6:1-14).</p> <p>The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone.</p> <p>That the Church prays the 'Glory Be' as a response to the coming of Jesus.</p> <p>We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these</p>	<p style="text-align: center;">Desert to Garden</p> <p>A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28).</p> <p>Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple religious symbols in Lent and Easter.</p> <p>The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life</p>	<p style="text-align: center;">To the Ends of the Earth</p> <p>Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).</p> <p>Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.</p> <p>Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate</p> <p>The parish church and the parish family meet there to celebrate. CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community. CST All</p>	<p style="text-align: center;">Dialogue and Encounter</p> <p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition.</p> <p>Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</p>

	Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person		things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable	Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities	people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. Solidarity	
Catholic Social Teaching	God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. MacMillan coffee morning concert	By our work in Advent, we help others and ourselves and we show our love to God.	Caritas in Action Solidarity and the Common Good We are called to help the poor and hungry – Jesus wants us to take extra care of these people.	Every single person on Earth needs food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Lent food bank collection.	All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. Draw a picture for our friends in Kenya.	Caritas in Action Stewardship
Sacraments, Holy Days of Obligation and other significant Days	St Francis feast day 4 th October Season of Creation (Pope Francis' to link with Laudato Si) 1 st September -4 th October Little Way Week 25 th September-29 th -St Terese of Lisieux (Mission Together resources)	All Saints Day Christ the King Advent	Epiphany Baptism of the Lord	Palm Sunday Ash Wednesday lent	Ascension Pentecost Ss Peter and Paul May Procession	Corpus Christi Refugee Week

Festivals and celebrations	Recycle Week 19-25/9 • Black History Month (October) • National Poetry Day 6/10 • World Mental Health Day 10/10 • Harvest Festival 21/10	Diwali 24/10 • Halloween 31/10 • Outdoor Classroom Day 3/11 • Bonfire Night 5/11 • Remembrance Day 11/11 • Children in Need 18/11 • St Andrew's Day 30/11 • Road Safety Week 14-20/11 • Hannukah 18-26/12 • Advent/Christmas	World Day of Peace 1/1 Burns Night 25/1 • Big Garden Bird Watch 27/1 • Chinese New Year • Children's Mental Health Week 6-12/2 • Safer Internet Day 14/2 • Valentine's Day 14/2	• Fairtrade Fortnight 20/2 – 5/3 • Shrove Tuesday 21/2 • St David's Day 1/3 • World Book Day 2/3 • International Women's Day 8/3 • Holi 8/3 • St Patrick's Day 17/3 • Red Nose Day 18/3 • Mothering Sunday 19/3 • British Science Week 10 – 19/3 • Easter	Ramadan (begins 22/3) - EidAl-Fitr 21/4 • Earth Day 22/4 • St George's Day 23/4 • Children's Gardening Week 22-28/5 • Farming-harvesting-Silo	30 Days Wild (June) • Farming Fortnight 5-16/6 • Healthy Eating Week 12-16/6 • Father's Day 18/6 • Refugee Day 20/6 • Armed Forces Day 24 /6 Art Week Sports Day
Author Study-key reads	Traditional tales The Ghanaian Goldilocks Where are you from? Jaime Kim Here we are-Oliver Jeffers	Julia Donaldson-Gruffalo Sharing a shell A snail and a whale A squash and a squeeze Room on the broom Monkey Puzzle Stick Man The Smeds and Smoods Highway Rat Tiddler Joy to the World-Christmas around the globe-Kate DePalma Let's Celebrate Special days around the world-Kate De Palma	Supertato adventures Night of the Living Veg Veggies assemble Hap-pea ever after The great eggscape Evil Pea rules! Veggies in the valley of doom Carnival Catastro-pea!	Sue Hendra books- Norman the slug with the silly shell Keith the cat with the magic hat Barry the fish with fingers Doug the bug that went boing Gordon's great escape No-Bot Robot	Author visit; Claire Freedom Aliens Love Underpants Dinosaurs Love Underpants Pirates Love Underpants Monsters Love Underpants	Eric Carle-Bad Tempered Ladybird The Tiny Seed The Very Hungry Caterpillar The Very Busy Spider The Very Quiet Cricket
Reading for Pleasure and developing vocabulary	<p>Every week, a snuggle bag is sent home for you to share with a class library book for you to enjoy with your child. Children take home a Bug Club phonetically decodable book from the start of Reception Class- 1 OR 2 PER WEEK and all children have an online library of Bug Club books to access at home and set at their phonics confidence level in order to use and apply skills taught in school.</p> <p>We have a range of author visits in school and virtual author visits to fit in with our author study across the school year: Taffy Thomas, Dan Worsley, Clare Freedman to name a few!. Communication and Language in a huge priority throughout Reception Class year and children have access to deconstructed and planned role play opportunities.</p> <p>We have outside reading sheds and books are featured in all areas of the inside and outside provision.</p> <p>We are part of the NW English Hub and staff have training delivered by LCC consultants and HMI training on developing vocabulary, phonics, communication and language development, reading and writing.</p> <p>We celebrate world book day, book week and other story celebration ion initiatives eg Pyjamarama Day for charity.</p> <p>We us NELI DfE endorsed scheme to support children's early language development</p>					
Phonics progression~ learning to read and write	Phase 2 from Week 1 and oral blending and oral segmenting Set 1: s,a,t,p Set 2: l,n,m,d Set: g,o,c,k Set 4: ck,e,u,r Set 5: h,b,f,ff,l,ll,ss	~Continue consolidating Phase 2 sets 1-5 <u>Blends to read</u> CVC words using most of Phase 2 graphemes e.g. had, doll, pack, huff. Blends to read VC and CVC words from	Phase 3 Set 6: j,v,w,x Set 7: y,z,zz,qu Set 8: ch,sh,th,ng Set 9: ai,ee,igh,oa,oo Set 10: ar,or,ur,ow,oi Set 11: ear,air,ure,er	Review and consolidate Phase 2 and 3 Attempt to write words within phrases, captions and simple sentences (dictated by the	Read as individual words, within sentences, and in simple texts. e.g. She can hear the cow moo! Are you a sad farmer?	<u>Tricky words:</u> he she we me be was my you they her all are Segment to spell VC words, e.g. aim, art, arm, oil. Segment to spell CV words,

	<p><u>Blend to read</u> VC words, e.g. it, at, in, am.</p> <p><u>Segment to spell</u> VC words, e.g. in, it at am, on.</p> <p><u>Tricky words:</u> the to I no go into</p> <p><u>Phase 2 high frequency decodable words</u> for Autumn Term~ a an as at if in is it of off on can dad had back and get big him his not got up mum but put</p>	<p>Phase 2 in fully decodable texts, in line with developing phonic ability.</p> <p><u>Segment to spell</u> VC words, e.g. in, it at am, on.</p> <p>Segment to spell CVC words, e.g. pan, log, get, luck, mess. Attempt to write, or use magnetic letters, to represent words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. it can hop.</p>	<p><u>Tricky words:</u> he she we me be was my you they her all are</p> <p><u>Phase 3 high frequency decodable words</u> for Spring Term~ will that this then them with see for now down look too</p> <p>Blend to read VC, CV and CVC words from Phase 2 and 3 in fully decodable texts, in line with developing phonic ability.</p>	<p>teacher and/or independently), e.g. The shop is shut Two syllable words – garden, looking</p>	<p>Blend to read VC words, e.g. aim, art, arm, oil.</p> <p>Blend to read CV words, e.g. chair, pure, fear.</p> <p>Blend to read CVC words using most of Phase 3 graphemes e.g. show, turn, fork, foil, quick, jazz, wait. Blend to read two syllable words, e.g. cobweb, zigzag. Blend to read VC, CV and CVC words from Phase 3 in fully decodable texts, in line with developing phonic ability.</p> <p>Spell words, and write phrases and simple sentences using Phase 2 tricky words. Spell individual words, within phrases or simple sentences, e.g. You can all run down the long road. They are on the moon.</p>	<p>e.g. cow, car, for, chair, high. Segment to spell CVC words, e.g. reef, dart, soil, doom, short, cheek, dish. Segment to spell two syllable words, e.g. turnip, comic. Attempt to write words within phrases, captions and simple sentences (dictated by the teacher and/or independently), e.g. The shop is shut.</p>
<p>Literacy</p> <p>Comprehension Reading and Writing</p> <p><i>Writing for a purpose and fun!</i></p>	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. <p>Read individual letters by saying the sounds for them</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known lettersound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly.</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. <p>Use and understand recently introduced</p>

						vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Listens and responds Use language to imagine and recreate roles Explore with sounds Directionality</p> <p>Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about select</p> <p>Roleplay: Doctors Surgery</p>	<p>Enjoy using language Listen attentively Character and sequence in stories</p> <p>Roleplay: Construction Site</p> <p>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Roleplay: Construction Site</p>	<p>Respond to stories etc. Imagine/recreate roles</p> <p>Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences</p> <p>Roleplay: Jurassic Park</p>	<p>Character and sequence in stories • 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.</p> <p>Roleplay: Space Station</p>	<p>Respond to stories etc. Imagine/recreate roles</p> <p>• 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.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Roleplay: Garden Centre</p>	<p><u>Listening, Attention and Understanding</u> 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.</p> <p><u>Speaking</u> • 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.</p>
<p>Personal, Social and emotional development</p> <p>Self-regulation Managing self and Building Relationships</p>	<p>See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others.</p> <p>• Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example,</p>	<p>Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others</p> <p>Increasingly follow rules, understanding why they are important. • Remember</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>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</p>	<p>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</p>	<p><u>Self-regulation</u> • 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</p>

	<p>accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.</p>	<ul style="list-style-type: none"> • 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. 		<p>food choices.</p>	<p><u>Managing self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
<p>Mathematics</p> <p>Number</p> <p>Numerical patterns</p>	<p><u>Counting, ordinality and cardinality</u></p> <p>practise counting each object, action or sound once, hear and join in with the counting sequence to 5, tag each object with 1 number word (1:1 correspondence), see that they have 5 fingers on one hand, say and make numbers to 5 on their fingers, practise counting each object, action or sound once and only once, make collections of 5 in different ways., practise counting each object once and only once, use counters to represent 5 objects, use a die frame to represent 5, count each object, action or sound once, count 5 and 5 to make 10 altogether.</p> <p><u>Comparison</u></p> <p>practise subitising amounts to 4, revisit 'more than' or 'fewer than' by looking, compare groups of up to 3 objects by matching them 1:1, say when there is an equal number, too many or not enough, build towers with an equal number of squares, match the squares in the towers 1:1, say when there is an equal number, too many or not enough.</p> <p><u>Composition</u></p> <p>identify the 'whole' when shown 1 part of a familiar object, identify that the parts are still visible when they are assembled to make the whole, hear the language of 'whole' and 'parts', recognise that some whole objects have parts that cannot be removed, investigate ways to compose and de-compose sets of 2 and 3, know that 1 and 2 are parts of 3, investigate ways to compose and de-compose 4, use spatial language to describe the shapes, explain that different parts can make the same whole, hear and join in with the counting sequence to 10, including using songs and rhymes, use their fingers to represent quantities to 5 and to begin to represent quantities to 10, match different representations of quantities to 5 with amounts shown on their fingers, remember that the 'stopping number' tells us how many we need altogether, begin to recognise numerals to 5, develop their understanding of equal amounts, represent quantities in more abstract ways, such as by clapping or jumping, begin to understand that when a set</p>	<p><u>Subitising</u></p> <p>use their fingers to quickly show quantities on 1 hand, recognise the numerals 1–5, begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots, subitise linear and paired arrangements of 2, 3 and 4 dots, visualise and recreate arrangements of 3, 4 and 5 dots, match arrangements of 3, 4 and 5 dots to the correct numerals, match numerals to quantities for 1–5, recognise die arrangements, visualise and describe arrangements of dots on a die, use dice to link subitised amounts with 1-to-1 counting actions, recognise die patterns to 6, link die patterns to numbers shown on their fingers, use die patterns to play track games.</p> <p><u>Counting, ordinality and cardinality</u></p> <p>recognise numerals 1–5, order numbers from 1–5, match numerals to quantities in order, help to build towers in order from 1–5 squares, see the staircase pattern and recognise that each number is 1 more, order towers of 1–5 interlocking cubes, notice</p>	<p><u>Counting, ordinality and cardinality</u></p> <p>practise counting aloud, revisit the principles of counting, explore '5 and a bit' ways to make numbers between 6 and 10, use generalised statements to describe the '5 and a bit' composition of the numbers 6–8. investigate the '1 more/1 less' pattern of the base-10 counting system, begin to order numbers between 1 and 10, noticing the '5 and a bit' structure. describe the '1 more/1 less' relationship of numbers to 10, work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p> <p><u>Comparison</u></p> <p>subitise arrangements of 6 and NOT 6, order Numberblock images to 8. represent 8 as '5 and 3 more', describe how to place the numbers 1 to 8 in order. explain how to order quantities to 10, reason about which numbers are 'more than' others. consolidate their understanding of 8 as '5 and 3 more', notice</p>	<p><u>Number</u></p> <p>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.</p> <p><u>Numerical Patterns:</u></p> <p>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</p>		

of objects is rearranged, its quantity remains the same.

Pattern and early number

Recognise, describe, copy and extend colour and size patterns
Recognise numbers in the environment.

Measures

Estimate, order compare, discuss and explore capacity, weight and lengths

Shape and sorting

Describe and sort 2-D shapes
Describe position accurately

Calendar and time

Days of the week, seasons
Night and Daytime

when we have '1 more' and when we do NOT have '1 more', match numerals to representations, represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.

Composition

show numbers to 5 using their fingers, see that 5 can be partitioned into 4 and 1, show ways of making 5 on their fingers, see that 5 can be partitioned into 3 and 2, find ways to partition a set of 5 understand that 5 can be partitioned (split) into different parts, be able to explain what the parts are, use what they know about 5 to work out a hidden number, see that there are 5 dots on a die pattern, represent 4 in different ways on a die frame, use their fingers to represent 6 as '5 and a bit', use double dice frames to represent 6 as 5 and 1 more, match die representations of numbers 1-6 to representations on their fingers, see that 5 and '2 more' make 7, count out 6 blocks from a collection, replace 1 block and know that there are still 6, add another block to make 7, use 'more than' and 'fewer than' to describe quantities, say when they can see that someone has more or fewer of the same kind of object, know that it is quantity - not colour, size or type of object - that determines if 1 set has more or fewer of the same type of object than another, use the words 'an equal number' to say when there is the same number of

when numbers are increased or decreased and explain their thinking.

Composition

use skills of conceptual subitising to describe parts of a whole set, visualise arrangements and use gestures to describe the numbers within a whole set. investigate ways of making 7 with two parts, use their fingers to make and describe 7 as '5 and 2 more'. notice when towers are made of 7 or NOT 7 interlocking cubes, work out the missing part of 7 using the '5 and a bit' structure. explain their understanding of the composition of 7.

Subitising

use conceptual subitising strategies to derive dice patterns to 8, use their fingers to show 2 and 4 as doubles. use the language of doubles to describe die/dice patterns, see when a pattern is and when it is NOT a double. make doubles patterns using their fingers, use objects to make doubles patterns and describe where they can see the pattern of doubles. use positional language to describe spatial arrangements of objects, visualise doubles patterns to 5 and 5.

		<p>items in 2 sets say when they can see an equal number.</p> <p><u>Measures</u> Vocabulary for, comparing weight & height & length & capacity Time – sequence events, yesterday/today/tomorrow</p> <p><u>Patterns</u> Repeating patterns</p> <p><u>Shape</u> Describe and sort 3D shapes Describe similarities and differences</p>	<p><u>Composition</u> recognise ways in which objects are similar to or different from each other, talk about some of the different attributes they notice (colour, size, function, shape, etc), sort objects according to attributes described by an adult. use their fingers to represent doubles and NOT doubles, describe attributes that they notice for a group of objects, sort and re-sort objects according to their own attributes. use their fingers to show numbers to 8, describe attributes of the Numberblocks, sort the Numberblocks using the criteria 'odd blocks' or 'even tops', use their fingers to show doubles patterns, investigate patterns of doubles in interlocking cube models of the Numberblocks.</p> <p><u>Shape and Space</u> Positional language Spatial reasoning Shapes can be combined or separated to make a new shape</p> <p><u>Patterns</u> Patterns in numbers and shape Repeating patterns Symmetry</p>	
--	--	---	--	--

<p>Mathematical vocabulary</p>	<p>Number One, two, three, four, five Object, fingers, action, sound Counters, dice Double, ten, number bond Subitise More than, fewer than, compare, equal Whole, part Compose, decompose, partition Six, seven, eight, nine, ten Quantity, amount Pattern, colour, size, shape Measure, length, capacity, weight Long(er), short(er), tall(er) Heavy, light Full, empty, half-full Circle, triangle, square, rectangle Position, above, below, near, on, next to, between, on top, under Monday – Sunday, autumn, spring, summer, winter, season Night, daytime</p>		<p>Quantity Numeral One, two, three, four, five Subitise Visualise, recreate Recognise Order Match Quantities 1 more Partition Part, whole More than, fewer than Quantity, colour, size, object Compare An equal number Heavier, lighter, taller, shorter, full, empty Time, sequence, yesterday, today, tomorrow Repeating patterns Sides Corners Same different</p>	<p>One – ten Number bonds Part, whole 1 more 1 less Order More than, less than Doubles Above, on top, near, next to, below, under, between, besides Colour, size, shape Sort, re-sort Odd, even Pattern Symmetrical</p>	<p>Ten – twenty Twenty and beyond Compare Greater than Less than Equal Same as Quantity Share Group</p>	
<p>Physical Development Gross motor skills and Fine motor skills</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. Develop their 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.</p>	<p>Begin to show accuracy and care when drawing. • Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>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.</p>
<p>Understanding of the world Past and Present People, Culture and Communities The Natural World</p>	<p>Show interest in different occupations. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. Use all their senses in hands-on</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. • Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them. • Describe what they see, hear and</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Draw information from a</p>	<p>People, cultures and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and</p>	<p>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. The Natural World</p>

	<p>exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Compare and contrast characters from stories, including figures from the past. <p>Scientific enquiry: Senses</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. <p>Scientific enquiry: Materials</p>	<p>feel whilst outside.</p> <p>Explore and talk about different forces they can feel.</p> <p>Scientific enquiry: Freezing and Melting</p>	<p>simple map</p> <p>Scientific enquiry: Floating and Sinking</p>	<p>cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Scientific enquiry: Lifecycle of a caterpillar Growing a plant</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Working Scientifically in EYFS</p>	<p>Explore/observe-look closely at/notice features in the natural world including animals and plants, weather and seasons, natural materials eg water, ice, sand, stones etc</p> <p>Describe –talk about what they notice/observe in the natural world eg. Features of animals, plants, natural materials, seasons, weather, changes and changes over time based on real life experiences or books read to them at home or school</p> <p>Record- draw pictures eg observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks</p> <p>Questioning-show an interest in and be curious about the natural world; ask questions about what they notice/observe eg changes in plants throughout the seasons</p> <p>Explain-talk about what they know and have learnt about the natural world. Talk about why things happen/occur in relation to different processes eg ice melting</p> <p>Research-talk to people, think of questions to find out about plants, animals, seasons, processes and use first hand experiences/secondary sources eg books, photographs, internet</p> <p>Equipment and measures-use senses/simple equipment to make observations eg magnifiers, pipettes, egg timers, digital microscopes</p> <p>Compare/sort/group/identify/classify-notice similarities and differences in the natural world, including plants and animals; talk about what they know and understand</p> <p>Test-make suggestions, show resilience, work with others</p> <p>Vocabulary-use simple vocabulary to name and describe objects, materials, living things and environments</p>					
<p>Expressive Arts and Design</p> <p>Creating with materials and Being Imaginative and Expressive</p>	<p>Remember and sing entire songs.</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills 	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> • 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. 	<p>Creating with Materials</p> <p>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.</p>
<p>Artists we study</p>	<p>Andy Warhol – digital art</p> <p>Kandinsky – art squares</p>	<p>Monet - poppies</p>	<p>Picasso</p> <p>Kurt Schwitters – sea collage</p>	<p>Matisse</p>	<p>Kandinsky</p>	<p>Van Gogh – aunfdloqwea</p> <p>George SeurR - pointillism</p>

Visits Events	Canal boat trip	Virtual visit; Pantomime	Cobble Hey		Virtual visit; Aliens Love...	Trip on a Blackpool tram
------------------	-----------------	-----------------------------	------------	--	-------------------------------	--------------------------