Reception: Swallowtail Class Long Term Overview 2026-2027

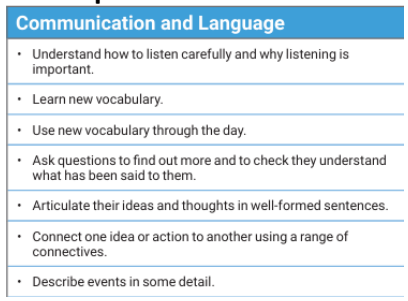
26/27	**Autumn 1**	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Who is important to me? (Toys- Old and New)	Festivals	Changes/ Keeping healthy	Spring has Sprung	Storytelling	Our Local Environment (People who help us)
Term Dates	3rd Sep-22nd Oct	2nd Nov-18th Dec	5th Jan- 12th Feb	22nd Feb- 25th March	13th Apr- 28th May	7th Jun- 21st July
Extra learning opportunities and special days	Harvest Festival Village Walk- Autumn	Diwali- 8/11 Hannukah 4-12/12 Bonfire Night 5/11 Remembrance Day 11/11 Nativity Play Christmas	Lunar New Year 6/2 with Lantern Festival 20/2 Shrove Tuesday 9/2 Internet Safety Day 9/2 Valentine's Day	World Book Day 4/3 Local Area-Spring Walk Mothers' Day 7/3 Easter Festivities	Earth Day 22/4	Father's Day 20/6 School Trip Sports Day
Characteristics of Effective Learning	**Playing and exploring:** -Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. **Creating and thinking critically:** -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over Arching Principles	**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone –embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.					

Communication and Language	The development of children's spoken language underpins all 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

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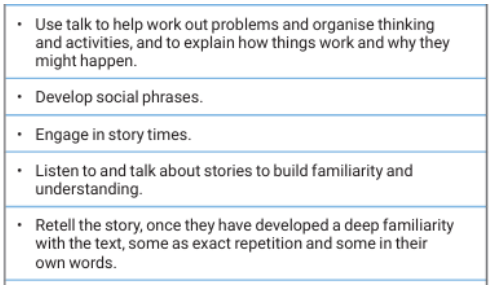
doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words 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.

Development Matters Statements for Reception:

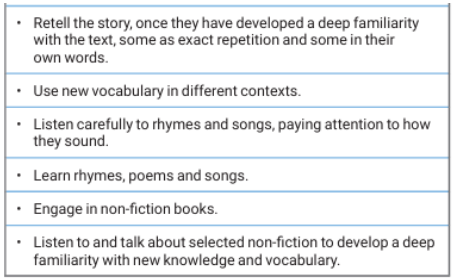


Communication and Language

- 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.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.



- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- 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.



- 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 selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goals for Communication and Language:

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

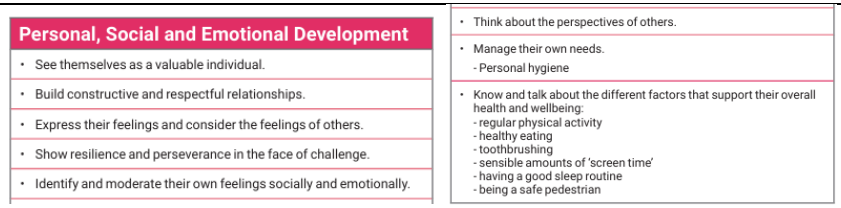
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daily story time Snack time chats Small group discussions	Settling in and getting to know you circle time activities and snack time chats Making friends and promoting friendly conversational phrases Children talking about experiences that are familiar to them	Develop vocabulary through everyday conversations with adults and peers Tell me a story – retelling favourite and familiar stories using story language Listening and responding to stories during literacy/topic and story times	Using language well, building on from modelling by adults and peers in school. Using connectives when describing things. Understanding and using question words. Encouraging how and why questions through provocation enhancements	Describe events in detail using time connectives. Retell a story with story language in more detail during story sharing Use picture cue cards to talk about objects and artifacts “What colour is it? Where	Meaningful and extended play interactions with peers and adults in and out of the classroom Questioning to develop use of topic based vocabulary Weekend news and activity recounts, modelling structure and detail needed when retelling events	Longer and more interactive story times and targeted questioning during literacy activities Weekend news and snack time discussion with peers Encourage children to participate by sharing out of school

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	Rhyming and alliteration games using nursery rhymes and counting songs Familiar print such as names Sharing facts about 'me and my family' Share favourite stories 'all about me' activities with opportunities to talk about favourite things Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Following instructions relating to daily routines – unpacking book bag, hanging up coat Encourage children to take part during class discussion Understand how to listen carefully and why listening is important – reminders and visual cues Use new vocabulary taught through the day through topic and adult led activities Choose books that will develop their vocabulary relating to topic Preparation for Nativity play	relating to topic and children's interests Retell a story with story language during story sharing activities using puppets, small world and props Encouraging story invention in small world and role play Ask questions to find out more and to check they understand what has been said to them during adult led activities Describe events in some detail – talking about their day and their favourite activities Learn rhymes, poems and songs	would you find it? in relation to topic or helping around the classroom Encourage use of topic related vocabulary during play activities, model, practise and rehearse, Sustained focus when listening to a story – longer and more interactive story times Learn rhymes, poems and songs	Create own stories. Relate stories and information that they hear to their own experiences.	experiences/achievements with the whole class. Performances of rhymes, poems and songs – what makes a good performance? Learning and retelling stories using story maps and props Begin to give explanations eg: life cycles and animal facts.

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. **Development Matters Statements for Reception:**

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Personal, Social and Emotional Development	
• See themselves as a valuable individual.	• Think about the perspectives of others.
• Build constructive and respectful relationships.	• Manage their own needs. - Personal hygiene
• Express their feelings and consider the feelings of others.	• 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
• Show resilience and perseverance in the face of challenge.	
• Identify and moderate their own feelings socially and emotionally.	

Early Learning Goals for Personal, Social and Emotional Development:

Self Regulation

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

Managing Self

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

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Themes- SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Managing Self Self-Regulation Building Relationships Children can bring achievements to be recognised in weekly Celebration assemblies.	-similarities and differences -name special people in their lives -describe different feelings -identify who can help if they are sad, worried or scared Link- WhiteRoseSci- 'Health and Safety'-L1 -identify ways to help others or themselves Children will be introduced to new children and staff in school Support children to make new relationships in the wider school Class rules and routines – Support children to refer to these rules and follow them. Self care- managing coats/bags, toileting 'Being me in my world'	-be sensitive towards others -celebrate what makes everyone unique -recognise that we can have things in common with each other -learn about the lives of each other -know the importance of being kind an d caring -build friendships and cooperation Maintaining good relationships with peers Solving conflicts day to day Encourage more independence with daily routines such as morning routine and self-care	-talk about how to keep their body healthy and safe Link WhiteRoseSci- 'Health and Safety'- L2 -name ways to stay safe around medicine Link WhiteRoseSci- 'Food'-L1 -know how to stay safe- home/outside and school -age appropriate online safety -name adults who keep them safe Link WhiteRoseSci- 'Our Body'-L1,2,3,4 Identify/recognise feelings and use terminology relating to these feelings – happy, sad, scared, nervous Encourage determination to keep on trying even when things are difficult	-understand they can make a difference -understand how to care for their home, school and special people -talk about similarities and differences -talk about how they impact the natural world -demonstrate building relationships Random acts of kindness Further building and developing relationships with adults and peers	-feel resilient and confident -name and discuss feelings and emotions -know how to approach challenges -understand how they can make healthy choices -recognise how healthy choices help keep them well Rising to a challenge- further developing resilience and perseverance. Feeling self-confident and self-assured	-understand that there are changes in nature and in humans -name different stages in childhood and growing up -understand that babies are made by a man and a woman -name body parts accurately. Link WhiteRoseSci- 'Our Body'-L5 Winning and losing – children will learn how to participate in team games in preparation for Sports Day and the importance of good sportsmanship and cheering on their teammates Look how far I've come – a year in review What I can do now?

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			Self-regulating and calming strategies to manage uncomfortable feelings			Hopes and dreams for the future

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. 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.

Development Matters Statements for Reception:

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling
  - crawling
  - walking
  - jumping
  - running
  - hopping
  - skipping
  - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.

- 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

Early Learning Goals for Physical Development:

Gross Motor

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

Fine Motor

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

Children can bring achievements to be recognised in weekly Celebration assemblies.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Children take part in fine motor activities depending on their stage of development, these range from placing objects & tweezing to	Threading, cutting, playdough, focus fine motor activities, dough disco Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, playdough, focus fine motor activities, dough disco Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide	Threading, cutting, playdough, focus fine motor activities, dough disco Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely.	Threading, cutting, playdough, focus fine motor activities, dough disco Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activities Pattern tracing and anti-clockwise drawing practice	Threading, cutting, playdough, focus fine motor activities, dough disco Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /	Threading, cutting, playdough, focus fine motor activities, dough disco Form letters correctly Copy 2D shapes Begin to draw diagonal lines, like in a triangle / colour inside the lines of a picture Draw pictures that are recognisable /

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letter formation and name writing	Develop hand strength	them in what to draw, write or copy. Teach and model correct letter formation.	Holding Small Items / Button Clothing / Cutting with Scissors		Start to cut along a curved line, like a circle	Build things with smaller linking blocks, such as Lego
Gross Motor Children have access to the outdoor area and playground where they take part in chasing games, ball games, bikes, scooters, climbing equipment, large scale water, large scale mark making.	Go Noodle, BBC Supermovers- in class activities Get Set for PE Unit: Introduction to PE- Unit 2. -move safely -follow instructions -develop control when using equipment -play as a group -follow a pattern -work cooperatively	Go Noodle, BBC Supermovers- in class activities Get Set for PE Unit: Fundamentals Unit 2 -develop balance -run and stop -change direction -jump -hop -travel with equipment	Go Noodle, BBC Supermovers- in class activities Get Set for Pe Unit: Gymnastics Unit 2 -create a short sequence -balance safely -jump and land -rock and roll -travel over, through and around -use apparatus	Go Noodle, BBC Supermovers- in class activities Get Set for PE Unit: Dance Unit 2 -copy, repeat and explore -remember actions -explore level, shape and direction -use props -explore ideas	Go Noodle, BBC Supermovers- in class activities Group dancing Get Set for PE Unit: Ball Skills Unit 2 -roll and track a ball -develop accuracy when throwing -dribble with hands -dribble with feet -throw and catch -kick a ball to a target	Go Noodle, BBC Supermovers- in class activities Group dancing Get Set for PE Unit: Games Unit 2 -aim when throwing -keep score -develop coordination -strike a ball -work cooperatively -play against a partner Sports Day

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). **Development Matters Statements for Reception:**

Literacy		
• Read individual letters by saying the sounds for them.	• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	• Spell words by identifying the sounds and then writing the sound with letter/s.
• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
• Read some letter groups that each represent one sound and say sounds for them.	• Form lower-case and capital letters correctly.	• Re-read what they have written to check that it makes sense.
• Read a few common exception words matched to the school's phonic programme.		

Early Learning Goals for Comprehension: **Word Reading:** **Writing**:

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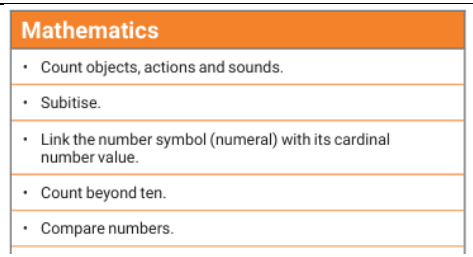
	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		• 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.		• 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.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Themes/Outcomes	Talking about thoughts and feelings. Thinking about thinking. Hearing phonemes in words.	Labels, captions, retelling, simple explanations, developing a new character	Labels, notes, adverts, own version narrative	Labels, captions, advice leaflet, writing in role	Writing in role, extended narrative	Letters of advice, instructions, narratives
Key Texts	I am Henry Finch- Alexis Deacon	Look Up! Nathan Bryon and Dapo Adeola	I will not ever never eat a tomato- Lauren Child	Izzy Gizmo by Pip Jones	Little Red- Lynn Roberts	The Extraordinary Gardener- Sam Boughton
Comprehension Children receive books to take home, these include both decodable reading books and stories for families to share at home	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 book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas story- nativity Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of 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	Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter–sound correspondences and some 'red' words. Read a few common exception words matched to phonics. Make the books available for children to share at school and at home - Enjoys an increasing range of books	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books – relating to life cycles. They develop their own narratives and explanations by connecting ideas or events	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is not a 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.	Retell a story with actions and / or picture prompts as part of a group -Use story language when acting out a narrative. Can explain the main events of a story -Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Understand that a non-fiction is not a story, it gives information instead. Fiction means story.
Word Reading	RWI Whole class initially. 'Making a strong start'	RWI Set 1 sounds Ditties	RWI Set 2 sounds Red	RWI Set 2 sounds Speedy reading	RWI Set 2 sounds Speedy reading	RWI Set 2/3 sounds Speedy reading

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Children will work in different groups for phonics at the pace of the individual children. 'Keep up' sessions.	Set 1 sounds			Green	Green/Purple	Purple/pink
Writing Writing practised daily in phonics, literacy and topic activities Children are encouraged to write phonetically using sound mats of the GPCs they have learned	RWI terminology and processes used- eg fred fingers, special friends, red words Writing opportunities and supported writing activities: Name writing, sign writing, list writing Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds.	RWI terminology and processes used- eg fred fingers, special friends, red words Writing opportunities and supported writing activities: Initial sounds, CVC words using taught GPCs. Teacher modelling and shared writing. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds.	RWI terminology and processes used- eg fred fingers, special friends, red words Writing opportunities and supported writing activities: CVC words / simple sentence writing using high frequency words Writing some of the red words such as I, no, to, the, go. Writing CVC words, Labels using CVC words Guided writing based around developing short sentences in a meaningful context. Create story maps and encourage free writing in provision	RWI terminology and processes used- eg fred fingers, special friends, red words Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions life cycles Character descriptions.	RWI terminology and processes used- eg fred fingers, special friends, red words Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description	RWI terminology and processes used- eg fred fingers, special friends, red words Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces . Form lower case and capital letters correctly. Rhyming words. Acrostic poems

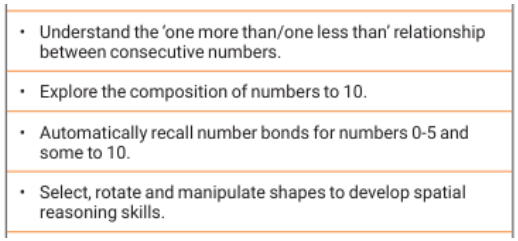
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within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

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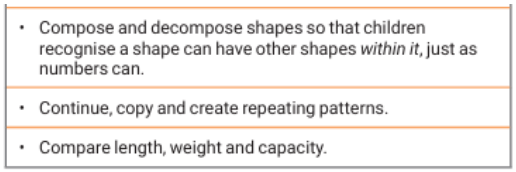


Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.



- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.



- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Early Learning Goals for Mathematics:

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose Maths	<u>Getting to know you</u> <u>Match, Sort and Compare</u> Text: Button Box -Matching -Sets -Sorting -Sorting rules -comparing amounts <u>Talk about measure and pattern</u> Text: Where's My Teddy -size -mass -capacity -patterns, copy and continue	<u>It's me 1,2,3</u> Text: Anno's Counting Book -Finding 1,2,3 -subitising -represent 1,2,3 -1more/1less Composition of 1,2,3 <u>Circles and Triangles</u> Text: Triangle -identify and name circle and triangle -shapes in the environment -describe position <u>1,2,3,4,5</u> Text: 5 Little Friends -find 4 and 5 -subitise -represent 4 and 5 -1more/1 less Composition of 1-5	<u>Alive in 5</u> -introduce 0 -find and subitise 0-5 -represent 0-5 -1 more/ 1less -composition -conceptual subitising to 5 <u>Mass and Capacity</u> Text: Balancing Act -compare mass -find a balance -explore capacity -compare capacity <u>Growing 6,7,8</u> Text: Kippers Toybox -find 6,7,8 -represent 6,7,8 -1 more/1 less -composition of 6,7,8 -making pairs, odd/even -double to 8, find and make	<u>Length, Height and Time</u> Text: Superworm -explore and the compare-length and height -talk about time -order and sequence time <u>Building 9 and 10</u> Text: 1 Duck Stuck -find 9 and 10 Compare numbers to 10 -represent 9 and 10 -conceptual subitising to 10 -1 more/1 less -composition to 10 -bonds to 10 -arrangements of 10 -doubles to 10-find and make -explore odd/even <u>Exploring 3D shapes</u> Text: Busy, Busy, Busy	<u>To 20 and beyond</u> Text: 20 big trucks in the middle of the street -build numbers beyond 10 -continue patterns beyond 10 -verbal counting beyond 20 -verbal counting patterns <u>How many now?</u> Text: One ted falls out of bed -add more-how many did I add? -take away -how many did I take away? Manipulate, compose and decompose Text: Three pigs, one wolf and 7 magic shapes -select shapes for a purpose -rotate shapes -manipulate shapes -explain arrangements	<u>Sharing and Grouping</u> Text: The Squirrels who squabbled -explore sharing and grouping -share and group -even and odd sharing -Explore and build doubles <u>Visualise, build and map</u> Text: What the ladybird heard -identify units of repeating patterns -create and explore own pattern rules -build scenes and constructions -visualise from different positions -describe positions -explore mapping -map with models -create own maps

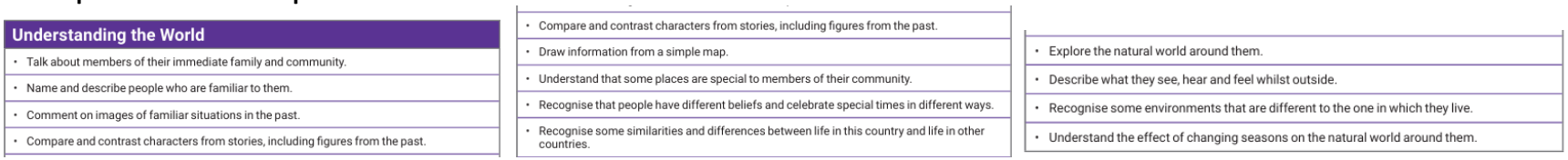
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		<u>Shapes with 4 sides</u> Text:Night Monkey Day Monkey/Bear in a Square -identify and name 4 sided shapes -combine shapes -shapes in the environment -day/night	-combine 2 groups -conceptual subitising	-recognise and name 3d shapes -find 2d shapes within 3d shapes -3d shapes in the environment -identify more complex patterns, copy and continue -patterns in the environment	-compose and decompose shapes -copy 2d shape pictures	<u>Make connections</u> Text: How many legs -deepen understanding -patterns and relationships

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.

Development Matters Reception Statements:



Understanding the World
• 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.
• Compare and contrast characters from stories, including figures from the past.

• Compare and contrast characters from stories, including figures from the past.
• Draw information from a simple map.
• Understand that some places are special to members of their community.
• Recognise that people have different beliefs and celebrate special times in different ways.
• Recognise some similarities and differences between life in this country and life in other countries.

• Explore the natural world around them.
• Describe what they see, hear and feel whilst outside.
• Recognise some environments that are different to the one in which they live.
• Understand the effect of changing seasons on the natural world around them.

Early Learning Goals for Understanding the World:

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children have ongoing opportunities to share their home experiences in class.	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.	Autumn walks and scavenger hunt within school grounds. Recognising signs of Autumn- what is changing? Link Kapow- 'Outdoor Adventures'	States of matter. Ice/snow in the environment if possible. Link Kapow 'I am a scientist' How do we dress to keep ourselves warm? How did	Listening to stories and placing events in chronological order. Link WhiteRoseSci- 'Weather and Seasons'-L5	Contrasting locality- Africa. Handa's Surprise- climate, Link Kapow- 'around the	Planting and growing- radishes. Minibeast hunts and bug identification. Listen to children describing and commenting on things

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Cultural experiences shared. Links to National Curriculum: History Geography Science (Kapow 'Changing seasons across the year) R.E- (Kapow 'Time to celebrate' Why are some stories special?' -across the year)	Children talk about what they do with their family and places they have been with their families. Know that families are made up differently. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Toys- exploring similarities and differences between toys in the past and now- materials made from, moving parts etc. Favourite toys within families and across generations. Link Kapow RE- 'What makes us special?'	Link WhiteRoseSci- 'Weather and Seasons'-L6 Link Kapow RE- Why are some places special? Why are some candles special? Share family celebrations and learn about religious celebrations at this time of year within the school community Make comparisons between celebrations from different cultures Diwali – how Hindu and Sikhs celebrate this Bonfire night activities and safety. Link Maths-Night and Day WRS Block 6. Children talk about their own Christmas activities and celebrations and learn about how others celebrate.	people dress in the cold in the past- which marterials were used? Children learn about the Lunar New Year and how this is celebrated. Children explore South East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar Fruit tasting, chopping, preparing and combining to make smoothies Exploring ways to stay healthy. Healthy eating. Dental nurse visit. Link WhiteRoseSci- 'Food'-L3.	After close observation, draw pictures of the natural world, including animals and plants Link Kapow- 'Our beautiful planet' Seasonal changes- signs of spring. Spring flowers- parts of a plant. Naming and identifying common spring flowers. Spring journey bracelet. Life cycles. Exploring and finding out about animals that lay eggs and animals that give birth. Link Kapow Science- 'animal adventures. Link Kapow RE- What makes the world special?	world' animals. Fact file for African animal. Homes Around the world.- link homes in the past. How were homes different in the past? Transport- building materials used in different places- Link WhiteRoseSci- 'Health and Safety'- L3 Waterproofing	they have seen whilst outside, including plants and animals. Ink WhiteRoseSci- 'Plants'- L1,2,3 and 'Insects and Invertebrates' -L1,2,3 Navigating using local maps and maps of the world Use of Google Maps for children to navigate around the local area and their homes – allowing children the opportunity to talk about their own local area. Create class map showing where children live. Learn about people who help us in our local area. Children use maps to find places they recognise and new places. Link Kapow 'Exploring maps' Sun and Water safety.

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. 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. **Development Matters Reception Statements:** **Expressive Arts and Design** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

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Early Learning Goals for Expressive Arts and Design:

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Exploration: What can we see? How can we explore colour? How can we build worlds? How can we explore materials and marks? How can we explore 3d materials? How can we use our bodies to make art? How can we use our imagination?						
Children attend whole school assemblies with music, singing. 'Open the book' assemblies Children listen to older children perform singing regularly in assembly and take part in their own musical performances Nativity performance Harvest Festival performance	Harvest Festival/Autumn poems/rhymes. Sing call and response songs, so that children can echo phrases of songs sung. Sing Up units- *The Sorcerer's apprentice*- focus- storytelling, louder/quieter, faster/slower, higher/lower. Explore storytelling, identify and describe contrasts in tempo and dynamics. Respond to music in a variety of ways *I've got a grumpy face*- focus- timbre, beat, pitch contour. Sing with a sense of pitch, mark the beat with actions, explore feelings and mood with voices and percussion. Children learn to mix colours using powder paints. Explore textures within paint. Self-portraits. Looking at different portraits. Create portraits of family members.	Access Art -Transforming Objects- working with ed objects, pattern, mark making, naming colours Exploring Autumn leaves- printing. Autumn journey bracelet. Firework pictures using chalks. Listen to fireworks. Diwali- rangoli designs Christmas Craft morning- parents/carers invited to carry out activities with children. Christmas Cards Nativity Scene Nativity Play preparation – songs/actions/dance Sing Up Unit- *Row, row, row your boat*- focus- beat, pitch (step/leap), timbre. Sing in tune. Play a steady beat. Make up lyrics/sounds (1 unit only due to Xmas songs for Nativity?	Access Art- 'Fruit and Veg Head' – developing modelling skills, dexterity and creating narratives Lunar new year crafts and artwork including paper lanterns. Chinese dragon. Traditional Chinese music- explore and respond. Images of hot and cold places to provoke painting and artwork- cold colour palettes – paint, tissue paper, collage materials, pens, pencils. Collaborate to create a winter scene. Children explore the outside and inside of different fruit and make drawings of these using pastels and crayons Sing Up Units- *Up and down*- focus- classical music, pitch contour rising and falling. Sing and play a rising and falling melody, use hand actions to mark a pitch change. *Shake my sillies out*- focus- timbre, pitch, tempo, beat.	Access Art-' Hands, Feet and Flowers'- large scale, collaborative work, chalk, markers, paint Join in with songs and rhymes, including counting rhymes. Begin to perform in front of peers Making and drawing flowers. Small world play- animal life cycles. Animal life cycle crafts and photos to provoke drawing and making- 3d models. Playdough animal sculpture Mothers' Day card crafts Easter card crafts – Easter egg decoration. Easter bonnet. Sing Up Units- Cuckoo polka-focus- active listening, beat, pitch (so--mi), vocal play. Explore voice capabilities, develop a	Access Art- 'World in a matchbox' – working on a miniature scale. Puppets- spoon and sock. Creating a narrative and exploring sound alongside with musical instruments. Aboriginal and African art based around Literacy texts. Making animal masks- Handa's Surprise. Revisit Images of hot and cold places to provoke painting and artwork- hot colour palettes – paint, tissue paper, collage materials, pens, pencils. Sing Up Units- *Down there under the sea*- focus- timbre, structure, soundscapes, active listening. Use percussion instruments. Play a call and response phrase. Develop a song. *Slap clap clap*- focus- beat, composing and playing.	Access Art- 'Cardboard Creations' – design through making, properties of materials, push boundaries of imaginative design. Exploring pictures of the broads- photos and watercolours. Create own representation of a broad. Sketching and painting birds that live on the broads. Nature sculpture using loose parts – children create arrangements and pictures using different found materials in nature. Range of materials for children to explore arrangement and collage Playdough, salt dough and clay plants, leaves and flowers sculptures Sing Up Units- *It's oh so quiet*- focus- dynamics,

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	Learning to use the		Perform as a class, sing along with changes in speed, create a sound story, perform as a class.	sense of beat, move to music, develop active listening skills. *Five fine bumble bees*- focus- timbre, tempo, structure, active listening. Listen and respond through movement. Call and response.	Clapping games. Transfer actions to percussion instruments. Singing a melody in waltz time.	timbre, musical storytelling, improvising and composing, exploring instruments. Follow a conductor, play instruments with control, identify dynamics- forte, piano, crescendo and diminuendo across styles. *Bow Bow Bow Belinda*- focus- instrumental accompaniment, beat, active listening. Talk about folk songs.