

This long-term plan provides an overview of what the children in Reception will be learning throughout the year. This overview may change due planning being adapted to meet children's interests and needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Special Times and Celebrations	Seasons	People Who Help Us	Transport and Journeys	Creatures
Experiences	Settling in Black History Month Local Area Walk Stay and Read	Diwali Party Post Letters to Santa Christmas Craft afternoon with parents Nativity Stay and Read	Chinese New Year Visit to Woodland/Natural environment. Road Safety Stay and Read	Visit from Police World Book Day Easter craft afternoon with parents Eid Party Stay and Read	Butterflies Going on a journey Stay and Read	Father's Day games morning School trip Sports Day Stay and Read
Nursery Rhymes and Songs	Little Wandle Rhyme Time: The Grand Old Duke of York Humpty Dumpty Miss Molly Had a Dolly Baa Baa Black Sheep	Little Wandle Rhyme Time: Down at the Station 1, 2 Buckle my Shoe Twinkle Twinkle Hickory Dickory Hey Diddle Diddle	Little Miss Muffet Hot Cross Buns Polly Put the Kettle On I'm a Little Tea Pot The Bear Went Over the Mountain	Frere Jacques (Brother John) Ring-a-ring-a-roses The Muffin Man Little Bo Peep	I Know an Old Lady who Swallowed a Fly Incy Wincy Spider When Goldilocks went to the /house of the Bears One potato, two potato There's a worm at the bottoms of the garden	The animals went in two by two The Hockey Cockey I'm a Pirate The Big Ship Sails When I was one
Poetry Basket	All About Me 5 Little Pumpkins Pointy Hat Happy Falling Apples A basket of Apples	Leaves are falling Chop, chop, Choppity Chop Have you seen the wind? Raindrops Breezy Weather	Carrot nose Freezing Icicles Mittens Pancakes	I Have a Little Frogs Digging A Little Seed 5 Little Peas Thunderstorm	Caterpillars Flowers Creepy Crawlies Bugs Bees	A Little Shell A Grain of Sand Monkey Babies

Areas of learning and development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of 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 are 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 providing them with extensive opportunities to use and embed new words in a range of contexts will give children the opportunity to thrive. Through conversations, storytelling and role play, where children share their ideas with support and modelling from their teacher, and careful questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						<p>Listening, Attention and Understanding <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • 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 <p>Speaking <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • 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 past, present and future tenses and making use of conjunctions, with modelling and support from the teacher. • 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
<p>Personal, Social and Emotional Development</p> <p>Self-regulation</p> <p>Managing Self</p>	<p>Children's personal, social and emotional development 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 around them. 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. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, oral hygiene and managing their personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						<p>Self-Regulation <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Building Relationships	<p>Select and use activities in the environment.</p> <p>Demonstrate friendly behaviours and begin to build relationships with adults.</p> <p>Initiate cues for peers to join play.</p> <p>Managing belongs and self-care with help.</p> <p>Follows one step-instructions directed specifically to them.</p> <p>Zones of regulation- identify and name feelings with support.</p>	<p>Shares resources with support from an adult.</p> <p>Zones of regulation- identify and name feelings.</p> <p>Select own resources within own play and learning.</p> <p>Confident to join in with a small group activity and share my ideas.</p> <p>Demonstrate resilience and perseverance at an activity I have a strong interest in.</p> <p>Follows repetitive daily routine</p> <p>Manages own self-care- coat, toileting, handwashing.</p>	<p>Zones of regulation- Identify and moderate their own feelings socially and emotionally with co-regulation from an adult</p> <p>I am confident to ask peers for help when needed or select appropriate supporting resources in workshop areas.</p> <p>I can wait my turn during group/class sessions.</p> <p>Form special friendships with children and play co-operatively and share resources with others.</p>	<p>Able to control my behaviour to follow the classroom rules and translate behaviour expectations to different environments.</p> <p>I demonstrate resilience and perseverance at an activity not of my choosing with encouragement from an adult.</p> <p>Joining in with a whole class activity and share my ideas.</p> <p>Use own idea and completes simple goals using resources in the environment.</p> <p>Zones of regulation- Can reflect on how they felt in a specific situation. Understand how others might be feeling because of their own actions with support from an adult.</p>	<p>and use related language e.g. happy, excited, positive.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play co-operatively with others and take turns with others.</p> <p>Form close relationships with adults and children in my class</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Shows an understanding of their own feelings and those of others. Begins to regulate their behaviour accordingly.</p> <p>Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows ability to follow instructions, involving several ideas or actions.</p>	<p>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</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>Managing Self <i>Children at the expected level of development will:</i></p> <p>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Building Relationships <i>Children at the expected level of development will:</i></p> <p>• Work and play cooperatively and take turns with others;</p> <p>• Form positive attachments to adults and friendships with peers;</p> <p>• Show sensitivity to their own and to others' needs.</p>
	<p>Kapow: Self-regulation- My feelings.</p>	<p>Kapow: Building relationships- special relationships</p>	<p>Kapow: Managing self-taking on challenges</p> <p>Oral Health</p>	<p>Kapow: Self-regulation- listening and following instructions.</p>	<p>Kapow: Building relationships- my family and friends.</p>	<p>Kapow: Managing self- my well-being</p>	
Physical Development	<p>Physical activity is crucial in children's development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Through games played in the continuous provision and adult-led PE sessions, 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 using small tools with support from adults allows children to develop proficiency, control and confidence.</p> <p>In addition to weekly PE sessions, children will have daily access to outdoor climbing equipment, tyres, brushes, bikes, scooters, crates, bats, balls and other small equipment.</p>						
Gross Motor (PE)	<p>Fundamentals Movement, Space, Turning, Balance, Jumping, Active</p> <p>Whole body co-ordination</p> <p>Opportunities for climbing, swinging, crawling, balancing, obstacle courses, big loose part play (moving tyres, planks). Large scale movements with scarves, big brushes and rollers.</p>	<p>Fundamentals Throwing, Catching, Skipping, Hopping</p> <p>Whole body co-ordination</p> <p>Opportunities for climbing, swinging, crawling, balancing, obstacle courses, big loose part play (moving tyres, planks). Large scale movements with</p>	<p>Gymnastics Shapes, Balance, Rolling, Travelling</p> <p>Shoulder and Arm Stability</p> <p>Opportunities to do large scale painting, sweeping, ribbon dancing, parachute play, digging. Use large movements with control and</p>	<p>Dance Movement to Music, Space, Emotions</p> <p>Shoulder and Arm Stability</p> <p>Opportunities to do large scale painting, sweeping, ribbon dancing, parachute play, digging. Use large movements with control and strength; build upper body stability.</p>	<p>Athletics Running, Jumping, Throwing</p> <p>Core strength and crossing the midline</p> <p>Opportunities to do Yoga, scooting, throwing/catching, ball games, dance. Maintains upright sitting posture; uses both sides of body together; crosses midline naturally. Skips with alternate feet</p>	<p>Games Tag Games, Dodgeball, Running Games, Teamwork</p> <p>Core strength and crossing the midline</p> <p>Opportunities to do Yoga, scooting, throwing/catching, ball games, dance. Maintains upright sitting posture; uses both sides of body together; crosses midline naturally. Skips with alternate feet</p>	<p>Gross Motor Skills <i>Children at the expected level of development will:</i></p> <p>• Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>• Demonstrate strength, balance and coordination when playing.</p> <p>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

	Bike equipment.	scarves, big brushes and rollers. Bike equipment.	strength; build upper body stability. Balance on one foot; hop proficiently on one foot and alternate feet. Ball skills- throwing, catching, passing, kicking. A more fluent style of moving, with developing control and grace- running, jumping, climbing and beginning to skip.	Balance on one foot; hop proficiently on one foot and alternate feet. Ball skills- throwing, catching, passing, kicking. A more fluent style of moving, with developing control and grace- running, jumping, climbing and beginning to skip. *Continue to use the Squiggle whilst you wiggle if needed.	I can show confidence, competence, precision and accuracy when engaging in activities that involve a ball. Can demonstrate strength, balance, coordination and control. Shows stamina in physical play.	I can show confidence, competence, precision and accuracy when engaging in activities that involve a ball. Can demonstrate strength, balance, coordination and control. Shows stamina in physical play.	
Fine Motor	3 x a week Squiggle While You Wiggle Programme. Daily x LW- Handwriting patterns. Hand and wrist strength Uses thumb and finger in a pincer grip. Copy pre-handwriting patterns. Trace over name with correct formation with adult modelling. Draw a representation of a person and simple shapes. Tweezers, zips, buttons, pegs, dough disco, paint brush, pinching, stretching malleable materials. Making 3D models and pushing and pressing through tools. Pencil grip. Using scissors (scissor progression).	3 x a week Squiggle While You Wiggle Programme. Daily x LW- Handwriting patterns. Hand and wrist strength Uses thumb and finger in a pincer grip. Copy pre-handwriting patterns. Trace over name with correct formation with adult modelling. Draw a representation of a person and simple shapes. Tweezers, zips, buttons, pegs, dough disco, paint brush, pinching, stretching malleable materials. Making 3D models and pushing and pressing through tools. Pencil grip. Using scissors (scissor progression). Button and zip clothing	Continue Squiggle Whilst You Wiggle programme whole class if needed or as a targeted intervention. Finger Isolation and dexterity. Use dominant hand for writing and develop closer to a tripod grip. Develop correct formation for letters through handwriting practice to be applied in writing. Draw a representation of a person including more personal detail, e.g. eyelashes, glasses, fingers. Tweezers, bead threading, finger rhymes, finger puppets, smaller construction. Can use correct scissor grip to cut straight lines (begin to move paper when cutting along lines) Use scissor to cut shapes and along curved lines, uses a knife and fork.	Continue Squiggle Whilst You Wiggle programme whole class if needed or as a targeted intervention. Finger Isolation and dexterity. Use dominant hand for writing and develop closer to a tripod grip. Develop correct formation for letters through handwriting practice to be applied in writing. Draw a representation of a person including more personal detail, e.g. eyelashes, glasses, fingers. Tweezers, bead threading, finger rhymes, finger puppets, smaller construction. Can use correct scissor grip to cut straight lines (begin to move paper when cutting along lines) Use scissor to cut shapes and along curved lines, uses a knife and fork.	Tool control and precision Uses a tripod grip when holding pencils and controls pressure when writing and drawing. Demonstrates hand-eye co-ordination. Draws lines, circles and shapes accurately and uses them to depict images or known things. Scissors, tongs, chalks, pipettes, hole punches, tweezers in sensory trays. Use one hand consistently; coordinates both hands together effectively. Uses scissors with the correct grip, cutting a variety of shapes with accuracy and using long, smooth cuts along the paper whilst moving; clear dominant hand is used; can dress and undress independently; can complete building structures with interlocking cubes and blocks.	Tool control and precision Uses a tripod grip when holding pencils and instruments and controls pressure when writing and drawing. Demonstrates hand-eye co-ordination. Draws lines, circles and shapes accurately and uses them to depict images or known things. Scissors, tongs, chalks, pipettes, hole punches, tweezers in sensory trays. Use one hand consistently; coordinates both hands together effectively. Uses scissors with the correct grip, cutting a variety of shapes with accuracy and using long, smooth cuts along the paper whilst moving; clear dominant hand is used; can dress and undress independently; can complete building structures with interlocking cubes and blocks. Clay.	Fine Motor Skills <i>Children at the expected level of development will:</i> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
Literacy	It is vital for children to develop a life-long love for reading. Reading consists of two aspects: language comprehension and word reading. Language comprehension 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 decoding the pronunciation of unfamiliar words and the fluency in reading familiar words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).						

<p>Comprehension</p>	<p>Hold a book the right way, turn the pages and distinguish between pictures and print.</p> <p>Name different parts of a book.</p> <p>Name and understand simple vocabulary in the books I am reading e.g. nouns, verbs.</p> <p>Talk about my own experiences when looking at homes e.g. going to the shops.</p> <p>Tell a story using props and visuals to support me.</p>	<p>Hold a book the right way, turn the pages and distinguish between pictures and print and parts of a book.</p> <p>Tell a story using props and visuals to support me.</p> <p>Name and understand simple vocabulary in the books I am reading e.g. nouns, verbs.</p>	<p>Retell a story in the correct order discussing characters and events.</p> <p>Talk about events and characters in books.</p> <p>Engage in story times and can answer 'what' and 'who' questions and ask own 'why' questions about what has been read.</p> <p>Begin to use vocabulary from stories.</p>	<p>Retell a story in the correct order discussing characters and events.</p> <p>Talk about events and characters in books.</p> <p>Engage in story times and can answer 'what' and 'who' questions and ask own 'why' questions about what has been read.</p> <p>Begin to use vocabulary from stories.</p>	<p>Make predictions about key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>I can make predictions about key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Comprehension <i>Children at the expected level of development will:</i></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. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.
<p>Phonics Little Wandle</p>	<p>Phase 2 s, a, t, p i, m, n, d g, o, c, k ck, e, u, r h, b, f, l</p> <p>Tricky words- is, I, the</p> <p>Little Wandle Rhyme Time Sessions</p>	<p>Phase 2 ff, ss, ll, j v, w, x, y z, zz, qu, ch sh, th, ng, nk</p> <p>Words ending s/z (plurals and verb forms)</p> <p>Tricky words- as, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p> <p>Little Wandle Rhyme Time Sessions</p>	<p>Phase 3 ai, ee, igh, oa oo, oo, ae, or ur, ow, oi, ear air, er</p> <p>Words with double letters: dd, mm, tt, bb, rr, gg, pp, ff,</p> <p>Longer words</p> <p>Tricky words- was, you, they, my, by, all, are, sure, pure</p>	<p>Phase 3 Review all phase 3 words with two or more digraphs</p> <p>Longer words</p> <p>Words ending in -ing</p> <p>Compound words</p> <p>Words with /z/-s in the middle (visit)</p> <p>Words with /iz/ - es at the end (torches)</p>	<p>Phase 4 Short vowels CVCC</p> <p>Short vowels CVCC CCVC</p> <p>Short vowels CCVCC CCCVC CCCVCC</p> <p>Longer words</p> <p>Compound words</p> <p>Root words ending in -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -est</p>	<p>Phase 4 Long vowel sounds CVCC CCVC</p> <p>Long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p> <p>Phase 4 words ending in: -s /s/, -s /z/, -es longer words</p>	<p>Word Reading <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • 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>Writing</p>	<p>The indoor and outdoor learning environment that children are exposed to provides them with a wealth of opportunities to immerse themselves in mark making and purposeful writing. Children are taught letter formation as they learn GPCs through the Little Wandle phonics programme.</p> <p>Oral composition</p> <p>Teaching letter formation in families.</p> <p>Writing the initial sound.</p>	<p>Teaching letter formation in families.</p> <p>Oral composition around the topic we are going to write about.</p> <p>Dictated words- Children write simple CVC words using phonic knowledge of the Little Wandle phase 2 GPCs taught so far.</p>	<p>Oral composition around the topic we are going to write about.</p> <p>Dictated words- Children write simple words using their knowledge of Phase 2 and Phase 3 GPCs. Forming letters correctly.</p> <p>For children that can write CVC words correctly, extend into short, dictated phrases.</p> <p>Finger spaces.</p>	<p>Oral composition around the topic we are going to write about.</p> <p>Dictated words- Children write simple words using their knowledge of Phase 2 and Phase 3 GPCs. Forming letters correctly.</p> <p>Children write a dictated phrase/sentence.</p> <p>Learn how to spell common exception words</p> <p>Full stops.</p>	<p>Use phonics knowledge to write words and simple dictated sentences that can be read by others.</p> <p>Use some common exception words in their writing.</p> <p>Capital letters.</p> <p>*Children who are not at the expected level continue to solely practice letter formation, then CVC words.</p>	<p>Writing simple sentences independently using their phonic knowledge.</p> <p>Use some common exception words in their writing.</p> <p>*Children who are not at the expected level continue to solely practice letter formation, then CVC words.</p>	<p>Writing <i>Children at the expected level of development will:</i></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.

Handwriting <i>Little Wandle Letters and Sounds</i>			Learn how to spell common exception words *Children who are not at the expected level continue to solely practice letter formation, then CVC words.	*Children who are not at the expected level continue to solely practice letter formation, then CVC words.			
	Ready for writing routines. Practicing Patterns: horizontal lines, vertical lines, wavy lines, circles. Up curves, down curves, mixed-height curves. Spirals, crosses, turrets, diagonals. Zig-zag, sideways v, letter x, triangles. Finger workouts and pencil pick up. Curly Letter family: C, a, d G, o, q e, s, f	Ready for writing routines. Long letter family l, i, t j, u, y Bouncy letter family m, n, r b, p, h Zig-zag letter family V, w, x Z, k	Ready for writing routines. Zig-zag letter family v, w, x Z, k Teach capital letters and review lowercase letters alongside capitals. Cc, Aa, Dd Gg, Oo, Qq Use Assessment for Learning to reteach and review	Ready for writing routines. Teach capital letters and review lowercase letters alongside capitals. Ee, Ss, Ff, Ll, Ii, Tt Jj, Uu, Yy Mm, Nn, Rr Bb, Pp, Hh Use Assessment for Learning to reteach and review	Ready for writing routines. Teach capital letters and review lowercase letters alongside capitals. Vv, Ww, Xx Zz, Kk Assess and review lower-case and capital letters as needed and reteach where appropriate. Practise letter formation in digraphs and trigraphs Practise letter formation in words	Ready for writing routines. Assess and review lower-case and capital letters as needed and reteach where appropriate. Practise letter formation in digraphs and trigraphs Practise letter formation in words	
Maths Number Numerical Patterns	Match and sort objects into sets using criteria and rules. Subitise to 3. Exploring the numbers 1, 2 and 3 using the 4Cs to build a deep familiarity. Develop 1:1 correspondence Cardinality Represent numbers with fingers and objects. Explore the composition of numbers 1, 2 and 3.	Subitise within 5. Cardinality of numbers to 5 using dice and fingers. Represent numbers to 5. Composition of numbers 4 and 5- recognise whole and parts. Recognise numerals and their quantities. Begin to add to find the total and take away to see how many are left.	Subitise and explore patterns to 5. Begin to conceptually subitise numbers beyond 5. Review numbers to 5- represent, compare, composition, order. Explore the numbers 6 and 7 and continue to explore composition, linking to patterns and symmetrical patterns. Understand 'Zero'.	Represent numbers 9 and 10. I count out an amount to 10 from a larger group. Combine two groups Conceptual subitising to 10. Composition of numbers to 10. Number bonds to 10.	Combine two groups Build and continue patterns beyond 10 (teen numbers) Subitise structured and unstructured patterns.	Subitise Review numbers to 10 Accuracy of verbal and object counting.	Number <i>Children at the expected level of development will:</i> - 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 <i>Children at the expected level of development will:</i> - 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.
	Compare sets and use language of comparison (more, less, the same). Recite number names in sequence in counting songs.	Say the number that is 1 more and 1 less to 5. Compare numbers to 5. Verbally count to 10 and beyond.	Verbal counting to 20. Begin to see that numbers to 10 are composed of 5 and abit.	Compare numbers to 10. Find and make a double. Odd and even numbers. 1 more and 1 less to 10.	Begin to count beyond 20 and explore the counting pattern. Build teen numbers using resources and	Count forwards and backwards within 20. Count beyond 20 and explore the counting pattern. Counts to 20 objects from a larger pile.	

	To know what a map is and begin to draw a simple map. Show interest in the lives of familiar people.	I can begin to talk about similarities and differences. Engage with stories about different celebrations.	and real experiences e.g. Woodland environment. Explore map making through traditional tales and describe the route.	To learn about the Christian faith through the Easter story.	countries and discuss similarities and differences.	drawing on knowledge from stories, non-fiction texts and- when appropriate-maps.	
	Shows curiosity in the environment outside. Says what they can see, hear and feel outside.	Notices immediate changes in the environment (wind, ice melting, snow)	Notices immediate changes in the environment (wind, ice melting, snow) To make observations of a woodland environment, and its animals, plants and trees Look at contrasting locations around the world (Tundra Biome and Bulwell)	Seasons- identify features and changes in Spring. Talk about the lifecycle of a seed and what changes are happening. Make observations of plants and flowers.	Observing eggs hatch and talk about the changes happening within the life cycle. IMake observations and drawings of animals and minibeasts- life cycles. Begin to classify minibeasts.	Season- Identify features and changes in Summer. ELG- 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 state of matters.	
Language of the Term	Malayalam Greeting	Malayalam Culture	Yoruba Greeting	Yoruba Culture	Kurdish Greeting	Kurdish Culture	
Expressive Arts and Design	Children's imagination and creativity are supported by the development of their artistic and cultural awareness. Children have regular opportunities to engage with the arts so that they can explore and play with a wide range of media and materials. For children to develop their vocabulary, ability to communicate through the arts and self-expression, they need to experience frequency, repetition and depth in their creative opportunities.						Creating with Materials <i>Children at the expected level of development will:</i> 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.
Creating with Materials	Water colour paints Joining materials (glue) Colour Mixing 'This is Me' Portrait	Water colour paints Joining materials (glue and sellotape) Colour Mixing Diva Lamps	Poster Paints Joining materials (glue, Sellotape and string) Selects colour for purpose.	Poster Paints Joining materials (glue, Sellotape, string and treasury tags) Selects colour for purpose. Make props for storytelling	Powder Paints Joining materials (glue, Sellotape, string, treasury tags and paperclips) Effectively selects own resources and fixings for their desired project. Make props for storytelling	Powder Paints Joining materials (glue, Sellotape, string, treasury tags, paperclips and split pins) Make props for storytelling Self-Portraits Evaluates and edits their work throughout the making process.	Being Imaginative and Expressive <i>Children at the expected level of development will:</i> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of wellknown nursery rhymes and songs.

<p>Being Imaginative and Expressive</p>	<p>Imaginative play</p> <p>Listens to musical instruments</p> <p>Singing</p>	<p>Imaginative play</p> <p>Listens to musical instruments.</p> <p>Singing</p> <p><i>Pantomime</i></p> <p><i>Singing Care Home</i></p> <p><i>Nativity Performance</i></p>	<p>Develops storylines with detail in their pretend play.</p> <p>Thinks abstractly about music and expresses this physically and verbally.</p> <p>Sings in a group or on their own.</p> <p>Keeps a steady beat and taps a rhythm.</p> <p><i>Ceilidh Dancing (Robert Burns)</i></p>	<p>Creates props to support role play.</p> <p>Collaborates with others to create scenarios.</p> <p>Distinguishes and describes changes in music.</p> <p>Sings the melodic shape of familiar songs.</p> <p>Replicates familiar choreographed dances.</p> <p>Choreographs their own dances.</p>	<p>Recounts narratives and stories.</p> <p>Performs songs, rhymes poem and stories.</p> <p>Moves in time with music.</p>	<p>Invents and adapts narratives and stories.</p> <p>Performs songs, rhymes poem and stories.</p> <p>Talk about what music sounds like and what it makes them think of.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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