





# Moving to a skills and knowledge-based curriculum, using experiences and texts to inspire learning

<p><b>EYFS</b></p> <p>Long Term Planning</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b></p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p>Starting school My home Our community Rhyme and alliteration Favourite stories What make me happy? Favourite foods Traditional tales</p>	<p>Maps Friendship Space Animals Superheroes Rhyme</p>	<p>Africa Wild animals Animals in the garden Friendship</p>	<p>Transport Planting flowers Flying kites The weather India Imagination</p>	<p>Australia Journeys Rivers Birds Life cycles</p>	<p>Picnics Summertime Bees Woodland Maps Beaches Dragons Moving on to year 1</p>
<p><b>'Wow' moments</b></p>	<p>Fire engine visit</p>	<p>Rainbow theatre</p>	<p>Zoo lab in Vet visit</p>	<p>Nurse visit Visit Amberley Museum</p>	<p>Visit the Wetland Centre</p>	<p>Watch caterpillars turn into butterflies Trip to the beach</p>
<p><b>Important dates</b></p>	<p>Harvest Time Roald Dahl Day</p>	<p>Remembrance Day Bonfire Night Christmas Nativity Diwali Hannukah Black History Month</p>	<p>New Year Chinese New Year Rosa Parks Day World Book Day Mother's Day World Braille Day – 4<sup>th</sup> Jan Big Schools Bird Watch Compost week</p>	<p>Ash Wednesday Shrove Tuesday Maundy Thursday Easter Planting seeds</p>	<p>Deaf awareness week</p>	<p>30 days wild Father's Day National sports week Refugee week Children's arts week</p>
	<p align="center"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>					
<p>Over Arching Principles</p>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each other's community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others do.</p> <p><b>PLAY:</b> At St John the Baptist Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p> <p align="center"><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					
<p><b>Assessment opportunities</b></p>	<p>In-house - Baseline data on entry National Baseline data by end of term Speech and language Intervention groups</p>	<p>Ongoing assessments Baseline analysis Pupil progress meetings EYFS team meetings Evoke Data</p>	<p>Locality Moderation EYFS team meetings Pupil progress meetings</p>	<p>GLD Projections Parents evening Evoke Data drop</p>	<p>Cluster moderation EYFS team meetings</p>	<p>Pupil progress meetings EYFS team meetings Evoke final data drop</p>
<p><b>Parental Involvement</b></p>	<p>Staggered Start Harvest Six Weeks in Meeting Welcome to Tapestry Next steps</p>	<p>Nativity Phonics workshop Maths Workshop</p>	<p>Writing workshop Next steps</p>	<p>Summer Revels / May dances</p>	<p>Maths workshop- Look how far we have come! Why is 'number' so important? Reading workshop – what next? Next steps</p>	<p>End of term – celebration assembly Open afternoon</p>

<p><b>Communication and Language</b> Talk to parents about what language the children speak at home, try and learn a few key words and celebrate multilingualism</p> <p><b>Key Vocabulary</b></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>. <b>Signing:</b> the children at St John the Baptist Primary School enjoy learning to sign new words, learning words by signing, acting, saying the words in different ways, making up rhymes about words etc. help children develop their vocabulary</p>					
<p><b>Communication and Language</b> – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSE times, stories, singing, speech and language interventions, signing, EYFS productions, assemblies and short-term interventions. <b>Daily story time</b></p>	<p>The classroom is a language rich environment. All adults appreciate the importance of learning new and exciting words but also understand that some children need to learn basic vocabulary too. Adults use a range of words when playing and working with the children, they discuss words in books and teach vocabulary as they explore the environment. New vocabulary is introduced each week, based on our focus book. The words are taught with signs or actions and repeated daily, to support all children. Children who have low vocabulary are identified early on and provision is made for them, through intervention groups, some, one to one time and extra time with an adult in provision to develop basic vocabulary.</p>					
	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b> Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Using language well Asks how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems, and songs.</p>	<p><b>Talk it through!</b> Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b> Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
<p><b>Managing Self - Regulation</b></p>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking after our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I have come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
	<p>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.</p> <ul style="list-style-type: none"> <li>Controlling own feelings and behaviours</li> </ul>			<p>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often sought to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans, learning</p>		

	<ul style="list-style-type: none"> <li>Applying personalised strategies to return to a state of calm <ul style="list-style-type: none"> <li>Being able to curb impulsive behaviours</li> <li>Being able to concentrate on a task</li> <li>Being able to ignore distractions</li> <li>Behaving in ways that are pro-social <ul style="list-style-type: none"> <li>Planning</li> <li>Thinking before acting</li> <li>Delaying gratification</li> </ul> </li> <li>Persisting in the face of difficulty.</li> </ul> </li> </ul>	strategies, and reviewing what they have done.” Education Endowment Foundation.				
<p><b>Physical development</b></p> <p>Fine motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. <b>Daily opportunities for Fine Motor Activities</b></p> <p>Gross motor</p>	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control, and confidence</b> .					
	Threading, cutting, weaving, playdough, Fine Motor activities. 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, weaving, playdough, Fine Motor activities. 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 them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction, and malleable materials with increasing control Encourage children to draw freely. Holding Small Items/ Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip  Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	Cooperation games i.e., parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics. / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide, and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to spin, rock, tilt, fall, slide, and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics./ Balance
<p style="text-align: center;"><b>From Development Matters 20’:</b></p> <p style="text-align: center;">Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p style="text-align: center;">Progress towards a more fluent style of moving, with developing control and grace.</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">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 style="text-align: center;">Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p style="text-align: center;">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 style="text-align: center;">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>						
Literacy	It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)					

<p>Comprehension - Developing a passion for reading</p> <p>Word Reading</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental 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 pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell familiar stories / acting out events in drama/ role play Christmas Sequence stories – 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 Make the books available for children to share at school and at home.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words Avoid asking children to read books at home they cannot yet read World Book Day</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and speech forms increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow. Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences, or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipate key events &amp; respond to what they hear with relevant comments, questions, and reactions. Make predictions Beginning to understand that non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author, and title. Sort books into categories.</p>
<p>Following Song of Sounds</p>	<p>Children settle / Baseline assessment for the first few weeks <b>Wk 1</b> - Introduction to Sound talk <b>Week 2</b> s a t p `a <b>Week 3</b> i n m d is <b>Week 4</b> Assessment Week 1 Assess all GPCs taught so far Assess tricky words learnt so far Pink 1A</p>	<p><b>Week 5</b> g o c k l and go <b>Week 6</b> ck e u r no so to do into <b>Week 7</b> h b f ff l ll has his the <b>Week 8</b> Tricky Words Revise all <b>Week 9</b> Assessment Week 2 Assess all GPCs taught so far Assess all tricky words taught so far Pink 1B</p>	<p><b>Week 10</b> j v w x he be me we was her <b>Week 11</b> y z zz qu my by you are all <b>Week 12</b> sh ch th ng she put push pull full they of <b>Week 13</b> Tricky Words Revise all <b>Week 14</b> Assessment Week 3 Assess all GPCs taught so far Assess all tricky words taught so far Red 1A</p>	<p><b>Week 15</b> ai ee igh oa Revise all Week 16 oo oo ar or Revise all <b>Week 17</b> er ow oi nk Revise all Week 18 air ear ure Revise all <b>Week 19</b> Assessment Week 4 Assess all GPCs taught so far Assess all tricky words taught so far Red 1B</p>	<p><b>Week 20</b> CVC words some come love have <b>Week 21</b> CVCC and CCVC words here there were out house one once <b>Week 22</b> CCVCC, CCCVC and CCCVCC words what when said ask little like <b>Week 23</b> Revise all Tricky Words <b>Week 24</b> Assessment Week 5 Assess all GPCs taught so far Assess all tricky words taught so far Yellow <b>Week 25</b> Syllables Revise all Tricky Words</p>	<p><b>Week 26</b> Syllables Revise all Tricky Words <b>Week 27</b> Alphabetical Order 1 Revise all <b>Week 28</b> Alphabetical Order 2 Revise all <b>Week 29</b> Upper Case &amp; Lower Case 1 Revise all <b>Week 30</b> Upper Case &amp; Lower case 2 Revise all <b>Week 31</b> Assessment Week 6 Assess all GPCs taught so far Assess all tricky words taught so far</p>
<p><b>Writing</b> Use Drawing Club to inspire mark making, drawing and writing Use Helicopter Stories to develop children's story telling Use Tales Tool Kit to develop story structure Use Colourful Semantics to support sentence structure  Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Practise pencil grip Explore mark making Giving meaning to marks they make Writing initial sounds Symbols to convey meaning Writing their name <b>Focus texts for the half term:</b> On Every Street in Every Town Each Peach Pair Plum Pumpkin Soup The Gruffalo Whatever Next?</p>	<p>Writing letter sounds Writing their name Writing initial sounds Make up stories using stones and objects to support ideas <b>Focus texts for the half term:</b> The Way Back Home Goldilocks and the Three Crocodiles Rosie's Walk Supertato Oi Frog</p>	<p>Label pictures Write words using correct GPC <b>Focus texts for the half term:</b> Superworm Mama Panya's Pancakes Hanada's Surprise Dear Zoo</p>	<p>Write captions Tell a story Say a sentence <b>Focus texts for the half term:</b> Mrs Armitage on Wheels The Tiny Seed Stuck The Tiger Who Came to Tea Nimesh the Adventurer</p>	<p>Begin to write a sentence using colourful semantics Write captions <b>Focus texts for the half term:</b> Edward the Emu Blown Away Mr Gumpy's outing Peter the Puffin</p>	<p>Write a sentence Tell a story Begin to write a simple story using tale tool kit to support ideas <b>Focus text for the half term:</b> The Giant Jam Sandwich We're Going on A Bear Hunt Flotsam Dragon Post</p>
<p>Maths "Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and</b></p>					

Using NCTEM	<b>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</b>					
	Counting to 1 2 is more than 1 Counting to 2, the 'twoness' of 2 3 is more than 2 Counting to 3; comparing numbers 1, 2 and 3 – 'bigger' and 'smaller'; ordering numbers 1 to 3; 3 is made of 2 and 1 4 is more than 3; counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising) 5 is more than 4; counting to 5; line up 1 to 5 in order Counting to 4; adding 1s	Counting to 5; line up 1 to 5 in order; identify missing numbers within a 1 to 5 line-up The key principles of counting: one-to-one correspondence; cardinality; stable order Subitising numbers 1 to 5; different ways of arranging blocks to 5; conservation of number Composition of numbers 1 to 5: introduction to 'part-part-whole' Structure; partitioning a whole number into parts; conservation of number 4 can be partitioned into 2 and 2; and 1 and 1 and 1 and 1. The number of a group can be changed by adding to it or taking from it; addition and subtraction of 1; number bonds to 5 Addition and subtraction of numbers to 5	Counting (1 to 6); subitising 7 is more than 6; counting (1 to 7) Counting (1 to 8); 8 is one more than 7; subitising (8) Counting (1 to 9); the structure of square numbers (4 and 9); partitioning and combining 9 Counting (1 to 10); 10 ones are equivalent to one 10 Adding 1; counting (1 to 10) Count back from 10 to 1; number bonds that total 10 Exploring equivalent ways to represent 6; partitioning 6 into equal groups; factors of 6	Doubling (1, 2, 4, 8) and halving; partitioning 8 into equal groups Partitioning 9 into 3 equal groups; partitioning is the inverse of combining Odd and even numbers; equal groups number bonds within 7 Subtracting counting in 2s Subtracting 1; counting (1 to 10); counting down 10 to 1	A review of numbers 1 to 5 Comparison of numbers 1 to 5 using the language of 'greater than' and 'less than' Composition of 5; partitioning and combining 5 in different ways Composition of numbers to 5; exploring the part-part-whole model to partition and combine numbers to 5 Introducing the concept of zero; zero is one less than 1 and an absence of something A review of numbers 6 to 10 Counting to 10 Building with blocks and exploring space and pattern	Comparison of numbers to 10 using the language of 'bigger than', 'smaller than' leading to 'greater than' and 'less than' Composition of numbers to 10; partitioning and combining numbers in different ways Subtraction Numbers 6 to 10 are made from 5 and a 'bit' Pairs of numbers that total 8 Pairs of numbers that total 10 2D shape Images Pattern Problem solving and finding the missing number
<b>Understanding the world – People and Communities/ Past and Present</b>	<i>Throughout the year, we will learn about religious festivals and holidays across different faiths, exploring both their differences and similarities. Whenever the children show interest or an opportunity arises, we will delve into past events, notable figures, and artifacts. We will provide activities and opportunities for children to share their experiences and knowledge from various aspects of their lives with each other. To preserve memories of special events, such as making a book, collecting photographs, recording sounds or videos, and engaging in drawing and writing. Additionally, we will invite children and families who have lived in other countries to share photographs and objects from their home cultures, including those from family members residing in different areas of the UK or abroad. We will ensure the use of up-to-date and appropriate photographs, specifically targeting parts of the world that are commonly stereotyped or misrepresented. Our goal is to foster positive attitudes and challenge negative stereotypes by incorporating tools like puppets, Persona Dolls, stories, and books that feature black heroes, disabled kings or queens, families with same-sex parents, and even arranging visits from male midwives or female firefighters.</i>					
My family My summer holidays Who makes up our school community?	How do I celebrate Christmas? Christmas traditions around the world My favourite toys Toys my parents/grandparents/great grandparents played with Black history month	How do I celebrate Easter? How do other people celebrate Easter? The church community	Transport in the past Things used in the home – now and then	What jobs do people do at the Wetland centre? Family traditions	Beekeepers Gardeners	

<b>Understanding the world – The World</b>	Throughout the year, we will provide opportunities for recording and creatively representing findings through various means such as drawing, writing, making models, or taking photographs. We will also incorporate music, dancing, and dressing up to enhance the exploration. Additionally, we will offer stories that help children understand different environments and provide first-hand experiences to support their comprehension of micro-environments—specific conditions that enable plants and animals to thrive. To further develop their understanding, we will engage children in designing practical and attractive environments. For example, they will have the chance to participate in planting and caring for flower and vegetable beds or organising outdoor equipment. As part of our efforts to involve families, we will actively encourage parents to join us on regular outings, which may lead to family visits to the same locations.					
	My garden, park, town, Simple maps of places I know	Cold places Look at London – who has been there, what can you see there? Cities around the world. Farms / Maps	Find out about Africa, ensuring we are not giving a one-sided view/ opinion of Africa. Look at cities and towns as well as rural villages	Explore the nature area – look for habitats Australia – use picture books and the internet to explore similarities and differences	Watch our fruit and vegetables grow Care for the plants What lives in a Wetland? Maps of woodland areas	Maps of imaginary places Looking at photographs of parks and woodlands – how they have changed over time / seasons
<b>Technology</b>	We will provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kit					
<b>Understanding Christianity</b>	<b>CREATION</b> Why is the word God so important to Christians?	<b>INCARNATION</b> Why do Christians perform nativity plays at Christmas?	<b>CELEBRATION</b> Other world faiths	<b>INCARNATION</b> Why do Christians put a cross in an Easter Garden?	<b>SALVATION</b> Being special: where do we belong?	<b>CELEBRATION</b> Stories from Different religions - other world faiths
<b>RE / Festivals</b>	Rosh Hashanah Yom Kippur Sukkot All Saints Day	Diwali Hannukah Christmas	Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Holi Palm Sunday Passover Easter Start of Ramadan	Eid Shavuot	Summer Solstice
<b>Expressive Arts and Design</b> <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Lots of links to Fine Motor Skills. Children explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, <b>self-expression, vocabulary, and ability to communicate through the arts</b> . 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.					
	Learn new songs and sing nursery rhymes Mix and explore paints Use construction resources Self-portraits – Miro Junk modelling Learn how to use the woodwork bench Learn how to use split-pins	Teach different techniques for joining materials Listen to music and make their own dances in response. Andy Goldsworthy Firework pictures Christmas decorations and cards Sing Christmas songs and carols Use the woodwork bench to make a photo frame	Chinese New Year: lanterns/ mark making Mother's Day Use musical instruments to create their own songs and rhythms Darrell Wakelam – 3D animal Adrinka cloth printing Learn some simple sewing stitches Learn a traditional African song and dance	Henri Rousseau Easter crafts Sing songs Dance in response to music Make your own musical instrument	Learn about Yayoi Kusama, Minnie Pwerle and Alma Thomas-Woodley – create collaborative paintings using dots, stripes and patterns Put on puppet shows Make a boat	Hundertwasser flowers Encourage children to create their own music. Retelling familiar stories Sew a sock dolly