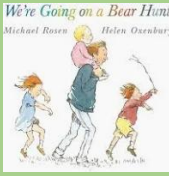
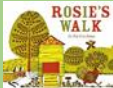
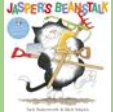
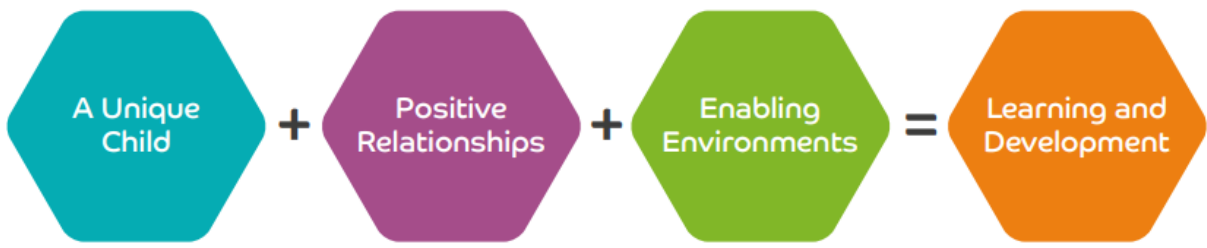


Ashlands Nursery Class Yearly Overview 2026-2027



	Autumn Term		Spring Term		Summer Term	
Themes	My Colourful rhyming world  	Into the night  	The Wonders of winter  	Adventures : Bear Hunt 	Spring has Sprung  	Off we go!  
Characteristics of Effective Learning Underpinning our curriculum	Playing and Exploring Children investigate and experience things and 'have a go'. Active Learning Children concentrate and keep on going even if they encounter difficulties, and enjoy their achievements. Creating and Thinking Critically Children have and develop their own ideas, make links between ideas and develop their strategies for doing things.					
	'Can Do' Bee Team Bee Thinking Bee  A Unique Child Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured. EYFS Statutory Framework Positive Relationships Children learn to be strong and independent through positive relationships. EYFS Statutory Framework Enabling Environments Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. EYFS Statutory Framework Learning and Development (Recognise the) importance of learning and development. Children develop and learn at different rates. EYFS Statutory Framework					

(Birth to 5 Matters 2021)

PSED - Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.			
	Learning the school rules, routines and boundaries. Forming positive relationships with staff and peers. Turn taking, sharing resources. How to be a friend. Small communication groups to get to know each other and develop social skills. My feelings. Recognising similarities and differences between each other. Talking about our own families and introduce feelings through the use of 'zones of regulation'. Begin to manage personal needs. COEL - introduce characters and our class display. Me and My Relationships/Valuing Difference • Marvellous me! • I'm special • People who are special to me • Me and my friends • Friends and family • Including everyone	Thinking about people around us who can keep us safe Thinking about keeping ourselves safe in both the indoors and outdoor environments. Understanding what is safe and not safe to put inside our bodies What foods keep us healthy Looking after our belongings and classroom Keeping Safe/ Caring for our World (Rights and Respect) • People who help me and keep me safe • Safety Indoors and Outdoors • What's safe to go into my body • Looking after myself • Looking after others • Looking after my environment •	Continuing to think about what is good for our bodies - drinking water, taking exercise and getting enough sleep. Reflecting on a positive mindset. Growing and Changing/Being My Best • What does my body need? • I can keep trying • I can do it! • Growing and changing in nature • When I was a baby • Girls, boys and families
	Look at different festivals across the year, discussing family traditions and looking at how others enjoy celebrating. Look at Diwali, Bonfire Night, Christmas, Chinese New Year, Easter 19 th -25 th November - Road Safety Week - incorporate other ways to keep ourselves safe - NSPCC 'Pantosaurus'		
British Values	The British Values - Democracy, Rule of Law, Individual Liberty, Mutual Respect & Tolerance are taught throughout Foundation Stage and built on through the rest of school. • Democracy: We make decisions together, for example, choosing equipment we want to use, voting on a story to read or snack for the day. We give children opportunities to develop enquiring minds in an atmosphere where questions are valued and as a team, we solve problems or find things out together. • Rule of Law: We want children to have a clear understanding of the expectations of adults and staff at school and for everyone to know why rules matter in school and at home. We share ideas for rules and codes of behaviour at school and sort out any differences by giving each party time to talk, listen to each other and decide on how to sort things fairly. We look at following laws in society to keep safe and well and reflect on this in the community when we go out of school and when our local PCSO visits school. • Individual Liberty: We want all children to feel free to be themselves and reflect and celebrate their differences and understanding we are all free to have different ideas and opinions. • Mutual Respect and Tolerance: We treat others as you want to be treated, for example listening to others, sharing and respecting everyone's opinions.		

	The prime areas are a key focus over the year as children progress and develop at their own individual pace. New children also join in January and April and start their learning journey with us. We aim for all children to meet these key skills over their time with us and are ready for their Reception year. The skills will be continually visited throughout the year.		
	Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversation's children have with adults and peers throughout the day in a language rich environment is crucial. As we engage with the children we comment on their interests, echo back what they say to us and add new vocabulary and gently pose questions that invite them to elaborate on what they are saying.	Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.	Physical activity is vital in children's all-round development, enabling them to pursue happy and health lives. 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.
Prime Areas	Communication and Language I can sit and listen to a story. I can talk about the stories I have heard. I can tell a simple story. I can hold a conversation using the words I have learnt. I can say a long sentence using 6 words. I can take turns in a conversation. I can answer a simple question. I can follow a 2-part instruction. I can understand simple questions about 'who' 'what' and 'where' I can sing lots of songs. I can use talk to explain my play. I can use talk to explain my likes and dislikes. I can start to use talk to sort out disagreements with my friends.	Personal, Social and Emotional Development. I can choose the activities I want to do. I can select the resources I need to achieve my goal. I can feel proud about being a member of Nursery. I can help my friends. I can be kind to my friends I can look after the equipment in Nursery and help to tidy up. I can let other children join in my games. I can listen to and take on other children's ideas. I can accept that it is not always my turn first. I can come up with ideas to resolve disagreements. I can follow simple rules in a game. I can understand why we have some rules. I can follow simple rules and routines without being reminded. I can use my voice not my hands to make sure I am heard. I can talk about my own feelings.	Physical Development I can keep my balance when I walk along the stepping stones/balance beams. I can kick a ball. I can throw a ball. I can catch a large ball. I can bounce a ball. I can ride a wheeled toy. I can skip, stand on one leg and hop. I can hold a pose. I can climb up steps and apparatus using alternate feet I can paint on the easel, window or walls. I can hold a paintbrush and control it to make marks. I can follow and remember the actions in songs and rhymes. I can make up my own dances. I can choose the tools I need for a job. I can manipulate dough and use one handed tools to change it. I can use one handed tools e.g. spade for digging, spoon for stirring. I can hold scissors correctly and make snips in paper. I can pour myself a drink from a jug.

		I can understand that other people have feelings too. I can manage by myself when I go to the toilet. I can wash and dry my own hands. I can tell you why I have to wash my hands. I can tell you why I have to brush my teeth. I can say some of the things I need to do and eat to keep me healthy.	I can peel an orange. I can use a safety knife to cut up fruit and vegetables. I can hold a pencil and use it to make marks. I can put on my own coat.	
	Opportunities for children to be taught and practise these specific skills will take place over the year in Nursery. Staff will support children to achieve their individual goals and be ready for their Reception year.			
	It is crucial for children to develop a life-long love of reading. Language comprehension develops when adults talk with children about the world around them and enjoy the books, rhymes, poems and songs they share together. Children should develop their phonological awareness through songs, poems, games and rhymes. Writing involves mark making and using some of their print and letter knowledge.	Developing a strong grounding in number, shape and measure is essential so that all children have the necessary building blocks to excel in maths. Children should be able to count and develop a deep understanding of the numbers to 5, the relationships between them and the patterns within those numbers.	Children need an understanding and respect for the place they live and know about different places in to world. They celebrate similarities and differences between people. Seasonal changes will continue through the year as we look at the weather and important processes taking place and changes in natural.	It is important for children to develop stories and extend their imagination through pretend play. Children need time to explore colour, materials and textures and express themselves through a range of media. Children use songs and instruments to find out about pitch and melody and to create their own songs.
Specific Areas	Literacy I can understand print has meaning. Print can have different purposes. We read English text from left to right and top to bottom.	Mathematics I can recognise up to 3 objects without having to count them (subitising) I can recite numbers up to 5. I can recite numbers beyond 5. I can say 1 number name for each object I count, up to 5. I can use my fingers to represent an amount to 5.	Understanding the World I can use all my senses to explore the world. I can explore and compare different materials. I can talk about the things I see around me. I can recognise and talk about the changes I see around me. I can talk about myself. I can talk about my family.	Expressive Arts and Design I can use the objects around me to extend my role-play. I can introduce a storyline into my role-play.

	There are different parts of books that I can name. There is a sequence to pages. I am learning too spot and suggest rhymes. Count and clap syllables in words. Recognise words with the same initial sound. I can talk about the stories I have heard. I can use some of the words I hear in books in my conversations. I can give meaning to the marks I make. I can make marks that represent writing. I can write some letters that I see around me when I write in play. I can recognise my name. I can write some of the letters in my name.	I can link amounts and numerals up to 5. I can say that the last number I reach when counting tells me how many there are. I can compare amounts saying if they are more or less. I can solve problems using numbers to 5. I can name simple 2D/3D shapes. I can use maths language to talk about shapes. I can use words to describe the position of an object. I can use words to describe a route or journey. I can correctly use size language to describe and compare. I can correctly use weight language to describe and compare. I can correctly use capacity language to describe and compare. I can use different shapes to make the models I have planned. I can notice and talk about simple patterns. I can create a repeating pattern. I can use first and next language to explain an event.	I can use the things I know about different occupations in my role play. I can explore how different things work. I can plant a seed and look after it so it grows. I know what living things need to help them grow. I can talk about the different forces around me. I can see and celebrate my friends' differences. I can say that there are other countries in the world that may be different to where I live.	I can use the small world toys to create new worlds. I can select the materials I want to use to express my ideas. I can decide how I want to fix and join materials. I can draw a picture and talk about what I have drawn. I can draw a person who is happy. I can draw a person who is sad. I can choose the colours I want to use to paint a picture. I can mix colours together and talk about the changes. I can listen to the sounds I hear around me. I can sing a song. I can play a musical instrument to accompany a song. I can make different sounds with a musical instrument or my voice. I can make up my own songs.	



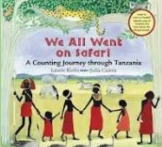
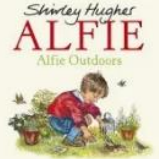
Ashlands Reception Class Yearly Overview 2026-2027

Characteristics of Effective Teaching and Learning Underpinning our curriculum

Playing and Exploring Children investigate and experience things and 'have a go'.

Active Learning Children concentrate and keep on going even if they encounter difficulties, and enjoy their achievements.

Creating and Thinking Critically Children have and develop their own ideas, make links between ideas and develop their strategies for doing things.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Marvellous Me!	 Our Community	 Traditional Tales	 Into the wild	 The Great Outdoors	 Out and About
Key knowledge and skills I can talk about the members of my family I can name and describe people who are familiar to me at school / in my community I can take care of everything in my learning environment I know who I can ask for help I can identify some different emotions in myself and others	Key knowledge and skills I can build respectful relationships with my classmates and adults at school I can use my learning environment safely and respectfully I know about the Learning Bees - Can Do, Team, Thinking Bee I understand that some places are special to members of the community I can orally blend cvc words	Key knowledge and skills I can use repetition of familiar phrases from traditional stories, create the stories in my own words and bring them to life through play. I notice seasonal changes I know the relationship of one more and one less when talking about numbers I can write some recognisable letters and my name	Key knowledge and skills I am proud of my achievements and can talk about my ideas to adults and children. I can write a simple caption I can sequence time and compare measures I can think about how my actions make others feel I know that there are parts of the world that are different to where I live. I notice changes and differences.	Key knowledge and skills Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. CLL Show resilience and perseverance in the face of challenge. PSED Develop the foundations of a handwriting style which is fast, accurate and efficientPD Form lower-case and capital letters correctly. Lit	Key knowledge and skills Re-read what they have written to check that it makes sense. Lit (Thinking Bee) 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 doubles facts) Maths (Can do Bee) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future

Key vocabulary Zones of Regulation Colours Emotions - calm, 'fizzy', happy, sad, frightened, angry, confused, tired Staff names Areas of the learning environment - home corner, reading area, art and DT, cloakroom, loo, construction, maths area, hall	Key vocabulary Can I play with you? Can I help you? It is my turn now Staff roles at school Examples of people who help us in the community: postman, fire fighter, doctor, nurse, vet, police officer, vicar, builder, refuse collector	Key vocabulary Once upon a time First, then, next, at the end Traditional Tale	Key vocabulary Correct basic scientific vocabulary to describe parts of animals, where they live and what conditions they need to survive. Camouflage, survive	Automatically recall number bonds for numbers 0-5 and some to 10 Maths Key vocabulary and questions How many legs does it have? What body parts does it have? (head, legs, wings, eyes and antennae.) What colour is it? What size is it? (tiny, small, medium sized, big, large, long, bigger than, smaller than, longer than and shorter than.) What shapes and patterns can you see? (spots, stripes, lines, marks, shiny, slimy, spiky and smooth.) How does it move? (fast, slow, creeping, crawling, sliding, flying and jumping.) you see? (spots, stripes, lines, marks, shiny, slimy, spiky and smooth.) How does it move? (fast, slow, creeping, crawling, sliding, flying and jumping.) 	tenses and making use of conjunctions, with modelling and support from their teacher. CL (Can do Bee) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED (Team Bee / Thinking Bee) Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. PD (Can do Bee) Write recognisable letters, most of which are correctly formed. Lit (Can do Bee) School trip - following the rules, respecting the environment, listening to other adults, adapting to a new situation. Vocabulary Share / fair Farm animals and noises - moo, cluck, hiss, quack, neigh, oink, baa, woof, miaow, purr Positional language - next to, under, left, right, over, on top
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PSED - Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.



Learning the school rules, routines and boundaries. Forming positive relationships with staff and peers. Turn taking, sharing resources. How to be a friend.
Small communication groups to get to know each other and develop social skills. My feelings. Recognising similarities and differences between each other.
Talking about our own families and introduce feelings through the use of 'zones of regulation'.
Begin to manage personal needs.
COEL - introduce characters and our class display.

Me and My Relationships/Valuing Difference

- [Marvellous me!](#)
- [I'm special](#)
- [People who are special to me](#)
- [Me and my friends](#)
- [Friends and family](#)
- [Including everyone](#)

Increasingly follow the rules of the classroom and understanding the need for rules. Seeing myself as a valuable individual. Develop a sense of responsibility and membership of a community. Being helpful at home and school. Begin to think about how your actions can make others feel. Managing my own needs. Looking after money. What is safe to go into my body. Being proud of my achievements and talk about my ideas. Keeping safe indoors, outdoors and online.

Keeping Safe/ Caring for our World (Rights and Respect)

- [People who help me and keep me safe](#)
- [Safety Indoors and Outdoors](#)
- [What's safe to go into my body](#)
- [Looking after myself](#)
- [Looking after others](#)
- [Looking after my environment](#)

Continuing to show resilience and perseverance when facing challenges. Express my feelings and consider the feelings of others. Experiencing a broad selection of stories and rhymes to help foster an understanding of our culturally diverse world. Celebrate my achievements and those of others. Me and my body. Getting bigger.

Transition to Year 1

Share worries or concerns about moving to Year 1. Prepare for the move and become familiar with some routines and changes such as playtimes and lunchtimes. **Growing and Changing/Being My Best**

- [What does my body need?](#)
- [I can keep trying](#)
- [I can do it!](#)
- [Growing and changing in nature](#)
- [When I was a baby](#)
- [Girls, boys and families](#)

Look at different festivals across the year, discussing family traditions and looking at how others enjoy celebrating. Look at Diwali, Bonfire Night, Christmas, Chinese New Year, Easter 14th-20th November - Road Safety Week - incorporate other ways to keep ourselves safe - NSPCC 'Pantosaurus'

ELG

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.

The British Values - Democracy, Rule of Law, Individual Liberty, Mutual Respect & Tolerance are taught throughout Foundation Stage and built on through the rest of school.

- **Democracy:** We make decisions together, for example, choosing equipment we want to use, voting on a story to read or snack for the day. We give children opportunities to develop enquiring minds in an atmosphere where questions are valued and as a team, we solve problems or find things out together.
- **Rule of Law:** We want children to have a clear understanding of the expectations of adults and staff at school and for everyone to know why rules matter in school and at home. We share ideas for rules and codes of behaviour at school and sort out any differences by giving each party time to talk, listen to each other and decide on how to sort things fairly. We look at following laws in society to keep safe and well and reflect on this in the community when we go out of school and when our local PCSO visits school.
- **Individual Liberty:** We want all children to feel free to be themselves and reflect and celebrate their differences and understanding we are all free to have different ideas and opinions.
- **Mutual Respect and Tolerance:** We treat others as you want to be treated, for example listening to others, sharing and respecting everyone's opinions.

Communication & Language Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. As we engage with the children we comment on their interests, echo back what they say to us and add new vocabulary and gently pose questions that invite them to elaborate on what they are saying.

'Chatter Box' activities to talk about things that are special to me or what I really like.
Sharing photos of my family and talk about the people that are special to me.
I have back and forth interactions in provision such as using the home corner full of familiar items.
Developing social phrases through register and open snack.

Engage in non-fiction books and use new vocabulary in different contexts.
Finding out about people in our local area who help us.
Know about different houses and homes where we live.
Know about some of the important buildings in our local community.
Ask questions to find out more and to check my understanding of what has been said to me or asked of me.
Using talk to organise myself and my play.

Engage in story times and talk about my ideas with others.
Use repetition of familiar phrases and create the stories in my own words.
Developing different endings for my stories.
Enjoy bringing well known stories to life through role play.

ELG

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.

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy and health lives. 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.

PE -
Play, Move, Explore

PE -
Move, Match, Magic

PE-
Explore, Evade, Escape

PE-
Search, Steal, Share

PE-Gymnastics Unit 1
Crawl, Climb, Collect

				Hands, Feet, Equipment	
Gross and Fine Motor: • Zips on coats • Show a preference for a dominant hand • Snipping with scissors • Begin to use a knife and fork • Painting, printing • Pencil control • Cornflour • Name writing • Dough Disco • Baking • Digging, scooping, pouring, rolling, pushing, pulling... • Daily funky fingers		Gross & Fine Motor: • Demonstrate strength, balance and coordination when playing • Work on tripod grip • Pencil control activities • Name writing • Use a range of small tools – scissors, paint brushes, cutlery Daily funky fingers		Gross & Fine Motor: • Negotiate space and obstacles safely through play • Take part energetically in running, jumping, dancing, hopping, skipping and climbing activities • Begin to show accuracy and care when drawing • Work on tripod grip • Pencil control activities • Name writing • Daily funky fingers	
ELG Gross Motor Skills: 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 Skills: 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 crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension develops when adults talk with children about the world around them and enjoy the books, rhymes, poems and songs they share 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).					
Recognise and begin to write some or all of my name. Reading individual letters by saying the sounds for them. Begin to write some letters using our letter rhymes. Some activities- Write initial letters for names, trace name, write lists in role play, draw plans for role play.	Write my name correctly. Begin to form lower case letters correctly. Write initial letter sounds in words. Blend CVC word. Some activities –Writing captions, lists, labels wanted posters linked to Goldilocks, party invitations, lists and letters to Santa. Key Books People Who Help Us -Doctors -Fire Fighters	Blending captions and short sentences. Write CVC words. Begin to write captions and short sentences. Some activities -Write and send a simple postcard home, brushing teeth poster, thank you letters. Key Books We're Going on a Bear Hunt The Gruffalo	Blending captions and sentences. CVC writing. Caption and short sentence writing. Some activities – Design a pet advert, letter from Isaac, Dear Zoo page, animal fact file. Key Books Day Monkey, Night Monkey Monkey Puzzle Rumble in the Jungle Giraffes Can't Dance We All Went on Safari We are Going on a Lion Hunt	Read common exception words in simple sentences. Write a simple sentence with a capital letter and full stop. Some activities -Write a minibeast riddle, write about their own bog baby, write about your favourite animal on the farm, labels basic parts of a plant, record chick/caterpillar diary. Key Books Bog Baby King of Tiny Things My Nana's Garden Farmyard Hullabaloo!	Extended sentences using common exception words and capital letters and full stops. Reread what I have written to check it makes sense. Some activities - Write a list of items to pack, write a postcard, write a simple story. Riddle from our farm visit. Questions for Year 1. Key Books Anna Hibiscus' Song

Key Books The Colour Monster Billy and the Big New School I'm Special I'm Me The Colour Monster My Mum and Dad Make Me Laugh5 (maths) Super Duper You Mr Big Mummy, Mama and Me Our House Penguin The Bumble Bear Seasonal Leaf Man After the Storm Don't Hog the Hedge Whoever's Heard of a Hibernating Pig?	-Vets -Police Officer Mog at the VET Cops and Robbers Burglar Bill On the Way Home Clothesline Clues Seasonal Diwali-non-fiction Let's Celebrate-Diwali non-fiction The Christmas Story A letter to Father Christmas The Jolly Christmas Postman	There Are No Dragons in the Story Little Red Cinderella The Jolly Postman Seasonal One Snowy Night Animals in Winter - Non- Fiction The Gruffalo's Child Chinese New Year Non-fiction Let's Celebrate Chinese New Year	Hello, Hello The Great Pet Sale Non-Fiction books -Rainforests -Bees and Wasps Handa's Surprise Handa's Hen Seasonal Spring- non fiction Let's Celebrate-Easter Non-fiction	The Big Book of Bugs non-fiction Yucky Worms non-fiction A Seed in Need Supertato Oliver's Vegetables What the Ladybird Heard Life Cycle Texts non-fiction Alfie and the Great Outdoors - Alfie Goes Camping Seasonal Summer-Non- Fiction	Ticket around the World non-fiction
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ELG

Comprehension: 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.

Word Reading: 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.

Writing: 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.

Phonics : Read Write Inc.

Daily phonics sessions where children are grouped according to their phonic skills and learning style. [Phonics - Ruth Miskin Literacy](#)

Maths 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.



[Reception Autumn term schemes.pdf](#) [EY Maths Prelim_Spring_Blocks 1-6.pdf](#) [EY Maths Prelim_Summer_Blocks 1-6.pdf](#)

[Reception curriculum mapping.pdf](#)

Composition	Comparison	Cardinality and Counting	Pattern	Measures	Shape and Space
Part-whole: identifying smaller numbers within a number Can you talk about the different arrangements you can see within the whole 10 objects? Put into 2 (or more) different containers in different ways How many altogether? Sing 5 Currant Buns. Partition into groups – are there still 5? Which pairs make a given number: Five toys go into a tent, two come out – how many are left? 5	More than/ less than Can compare two groups of objects of different sizes. Identifying groups with the same number of things Can use equal / unequal Compare numbers that are far apart, near to and next to each other. Which is the larger, smaller number? Add one more Take away one	Saying number words in sequence 5, 10, 20, 30 Counting backwards Tagging each object with one number word Knowing the last number counted gives the total so far Roll a dice and collect the correct number of objects Numeral meanings Can recognise numerals Conservation: knowing the number does not change if things are rearranged	Continuing an AB pattern Copying an AB pattern Make your own AB pattern Spot an error in an AB pattern Identify the unit of repeat (red/blue) ABC ABB ABBC AABB Record your pattern Repeat a pattern around a circle	Longer / shorter Heavier/ lighter Holds more than Comparison in estimating and predicting Which box is the right size for the teddy? Ordering objects by height, weight or capacity Un-muddling the visual timetable Sequencing jigsaw	Developing spatial awareness Train track, construction, bee-bot, tangrams Spatial vocabulary In On Under Up Down Across In front of Behind Forwards Backwards Map a route DT construction Construction shapes Curvedness Numbers and sides and corners or edges Equal sides Triangle Rectangle Square

10					
Subitise up to 5 More?					
• Pupils will build on previous experiences of number from their home and nursery environments. • Further develop their subitising and counting skills. • They will explore the composition of numbers to 5. • Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. • Identify when a set can be subitised and when counting is needed. • Spot smaller numbers 'hiding' inside larger numbers. • Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. • Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. • Know the last number reached when counting tells you the total (cardinal number). • To be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. • Count beyond 10. • Experiment with their own marks as well as numerals. • Compare quantities using language, 'more than', 'fewer than.' • They will begin to compare sets of objects and use the language of comparison. • Compare sets of objects by matching. • Begin to develop the language of 'whole' when talking about objects which have parts. • Spot smaller numbers 'hiding' inside larger numbers. • They will begin to compare sets of objects and use the language of comparison. • Recognising that each number is one more than the number before. • Introduce basic shapes - square, rectangle, triangle and circles - how many sides, corners, straight, flat, round... • Sequencing time, sorting morning, afternoon and evening activities. • Compare capacity. • Identify and talk about patterns around them. • Extend ABAB patterns. • Understand position through words alone. • Counting songs • Match, sort and compare using our routines of the day and tidy up time. • New routines-'first and next' language. • Describe a sequence of events, real or fictional using words such as 'first, then...' • Numberblocks 1-5 • Pupils will continue to develop their subitising and counting skills. • Recognising that each number is one more than the number before. • Explore the composition of numbers within and beyond 5 and increasingly connect quantities to numerals. • They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. • They will begin to connect quantities to numerals. • Begin to identify missing parts for numbers within 5. • Automatic recall of number bonds to 5. • Solve problems with numbers to 5. • Explore the structure of the number e.g. 6 and 7 as '5 and a bit' and connect this to finger and visual patterns.					

- Explore the composition of numbers to 10.
- Focus on equal and unequal groups when comparing numbers.
- Understand that two equal groups can be called a 'double' and connect this to finger patterns.
- Sort odd and even numbers according to their 'shape'.
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.
- Compare numbers.
- Order numbers and play track games.
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.
- Name and talk about the properties of 2D shapes and introduce pentagon and hexagon.
- Compose and decompose shapes to see shapes can have other shapes within it, just as numbers can.
- Extend and create ABAB patterns.
- length and weight.
- Describe a familiar route and locations-'in front', 'behind'.
- Explore similarities and differences between shapes.
- Introduce some 3D shapes.
- Match, sort and compare using our routines of the day and tidy up time.
- Describe a sequence of events, real or fictional using words such as 'first, then...'
- Play games with numbers and shapes.
- Numberblocks 6-10
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ELG

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.

Understanding the World Children need a clear understanding and respect for the place they live, the wider world and the environment. They celebrate similarities and differences between people, culture and communities and find out about lives in the past and compare these to the present. Seasonal changes will continue through the year as we look at the weather and important processes taking place and changes in natural

Share the 'All about Me' information and 'Chatterboxes' bags in group time. Discussion similarities and differences. Celebrate the differences between people. My Family-talk about the people who are important to me. Investigate the History of Me. Sequencing activities-baby, toddler, school child. How have I changed since I was a baby? What toys did I use to play with? What do I play with now? Discuss the similarities and differences.

Visit from our local PCSO, vet, dentist. Places in our community of importance - Library, Fire station, Post Office. train station, church. Create a simple map of our local area and the places that are important to me. Understand places are important to the community and why. Take photographs on our local walk. Beebots - create maps for the beebots and program their journey.

Nativity Production-retelling the story of Christmas.

Focus on David Attenborough and his work with animals.

Explore the natural world around us. Describe what they see, hear and feel outside. Take part in minibeast hunts in our school grounds. See how our bees are helping plants to grow and attract more minibeasts. Plant seeds and care for growing plants. Understand and experience a life cycle for both plants and animals. Take photographs. Understand the need to respect and care for nature. Look at our role in recycling. **Farm** Visit-find out about life on a farm and compare this to our lives. Think about how the environment is similar and different to where we live.

Take photographs of our emotions. Recognise that people have different beliefs and show respect for this. -Bonfire Night -Diwali Why are these occasions celebrated? Christmas story - What traditions do we have in our own homes?	Traditional stories – stories of the past that have been around for a long time. Compare the settings and characters. Look at old objects from stories and use these in our role play. Recognise that people have different beliefs and show respect for this. -Chinese New Year celebrations Recognise some environments are different to the one in which we live. Understand the need to respect and care for the natural environment and all living things. Conservation. Look at how animals use their environment to protect themselves, stay safe and find food.	Create passports and 'visit countries around the world.' Compare life in this country to life in other countries. Look at the geographical differences, homes, jobs, children's lives. Comment on images of familiar objects from now and the past. Celebrating and reflecting on our journey this year through Reception and preparing for the change to Year 1. What can you now do that you couldn't last year? What would you tell the new Reception class?
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ELG

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 Children at the expected level of development will: 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

Expressive Arts and Design: 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.

Special People- Me

Find the pulse.

Copy-clap the rhythm of names.

Explore high sounds and low sounds.

Join in with singing time and remember whole songs.

Introduce our provision areas.

Role play, small world play developing imaginative ideas and stories.

Express ideas and feelings through drawings and painting.

Learning the skills for model making-tape, PVA glue, string, treasury tags as way to join and connect things together.

Colour mixing.

Experiment with printing, brush size/strokes to create different effects.

Autumn Art-Leaf Man inspired



Conker rolling, natural art pictures.

Everyone

Invent ways to find the pulse.

Copy-clap some rhythms of phrases from the songs.

Explore high pitch and low pitch in the context of the songs.

Use the starting note to explore melodic patterns using one or two notes.

Engage in music making and perform in a group.

Creating 2D maps of our local area.

House models.

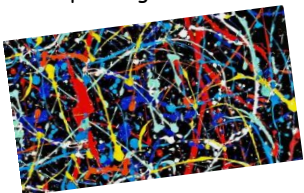
Create models with others, sharing ideas, resources and skills. Talk about their work.

Explore and use a variety of artistic effects to express their ideas and feelings.

Artist-Jackson Pollock, large splatter art. Using a range of materials, tools and techniques.

Express opinions about the work.

Book-Splashing Paint and wasn't sorry.



We recognise that **equity** and **equality** are different.

Equality: aims to provide fairness through treating everyone the same regardless of need.

Equity: achieves this through treating people differently dependent on need.

[EYFS framework for group and school based providers .pdf](#)

Intent

We identify, understand and break down barriers to participation and belonging.

We listen to children's voices and recognising these are expressed in a range of ways, including non-verbally, is central to inclusive practice.

Identifying what each unique child "knows and can do" is the foundation of inclusive early years practice.

Understanding children as unique includes considering them in relation to others.

Making sure that early years practice meets the needs of all children. We think about children in context.

Implementation at Ashlands

We get to know every child through nursery / home visits / childminders to find out about home interests, family relationships, medical needs, learning needs and parental engagement. We share relevant documentation re: SEN if appropriate.

We work hard to build relationships with parents and previous settings through regular 'stay and play sessions', transition day information presentation with SLT, weekly storytime drop-in sessions during Summer 2.

We make ourselves available for extra settling in sessions / home visits should the child need it.

We engage with other professionals – physiotherapists / SALT / Draw and Talk

We use visual timetables, 'now and next' charts to share activities or communicate needs and plans.

**Early years
foundation stage
statutory framework**

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Dated: 14 July 2025

Effective: 01 September 2025



**Guidance
by the sector,
for the sector**

[Birthto5Matters-download.pdf](#)

**Development
Matters**

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised September 2023



[DfE Development Matters Report Sep2023.pdf](#)

We have an inclusive environment

We have a selection of books in the children's home languages to support their understanding.

We use ICT resources to support language development.

We use NELI / ELKLAN as a language development intervention. We use Listen, Think, Do / Lego therapy if appropriate.

We assess the children as soon as they arrive in the setting and use informal daily assessments to determine next steps. We communicate these observations within the team, with the children, their parents/carers and with KS1 / subject leaders when appropriate.

We complete the RBA during the first 3 weeks of school.

We use RWInc phonics assessments half termly. We use a non-verbal assessment if appropriate.

We make time to get to know every child and their unique interests and needs.

We use our knowledge of child development as experienced EYFS practitioners, to inform our planning and assessment.

We celebrate festivals and events that directly relate to the children in the cohort e.g. Thanksgiving, Eid, Diwali, Easter.

We consider the individual needs of the children and adapt the medium-term planning accordingly.

		Some children may access Nursery provision during the first term to support language / fine motor /emotional regulation skills. We have photographs of the children themselves (where acceptable to the families) • books, posters, small world play materials that depict and enable acting out a range of identities which actively challenge stereotypical representations and avoid tokenism • representation of different races, disabilities, ages, types of families including single parents, same-sex parents, grandparents raising children • role-play clothing that allows children to play in gender-flexible ways and reflects diverse cultures, and household items reflecting various cultures and communities • areas where children can relax and “just be”, perhaps with pictures and cultural mementos • practitioners who have some of the same identity features as children and families – race, religion, gender, sexual orientation, language.
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Enabling Environments

Emotional warmth
Security, inclusivity
Feelings of control
Cognitive challenge
Articulation of learning

Our learning environment supports individual and diverse development needs: sensory spaces to support self-regulation

We provide children with security, comfort, choice, engagement and opportunity

Our environment offers opportunities for movement, creativity and imagination, independence and collaboration: resources are accessible for all. Children are taught how to use areas of the learning space and select resources needed to carry out independent projects.

Our outdoor space offers unique opportunities: Forest School, planting and gardening, Sports activities on the field, space to climb, run and cycle, cross country running club, camping

Open-ended resources enable children to access and combine processes of development and learning: continuous provision is planned with care and enhancements are added to spark interest or develop a child's idea

Our spaces are nurturing and supportive of all children

Knowledgeable practitioners optimise the development and learning potential of every child

