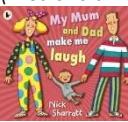
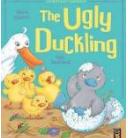
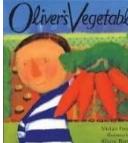
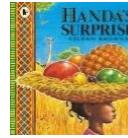
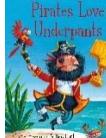
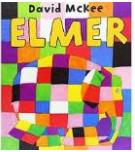
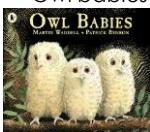
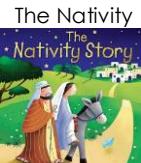
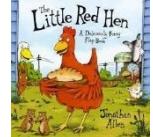
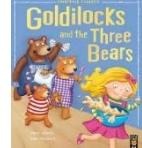
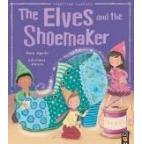
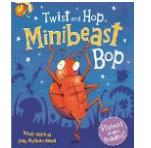
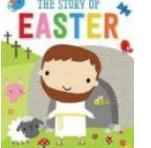
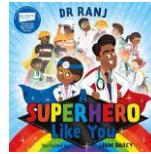


Reception Curriculum Long Term Overview 2025 – 2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General themes These themes may be adapted at various points to allow for children's interests | What makes me, me? | Can we go into the woods today? | What do terrific tales teach us? | How does your garden grow? | What is in our wonderful world? | What can we see under the sea? |
| Concepts for learning | New beginnings, friendships, likes, dislikes, only one me. | Nature, seasonal change, woodland settings, story-telling, adventures. | Feelings, facing challenges and overcoming them, choices. | Healthy choices, caring for ourselves, living things, life cycles. | Homes, the world & it's different places, journeys help us explore, roles in the community. | Caring for our world, habitats, climate change, similarities & differences. |
| High quality themed texts | Colour monster (feelings)  My Mum & Dad make me laugh (likes & dislikes)  You be YOU (differences)  | The Leaf Thief  We're going on a bear hunt  The Gruffalo  | A little bit of winter  The Three Little Pigs (Resilience & bravery)  The Ugly Duckling (Empathy & understanding)  | Oliver's Vegetables  Supertato  The Very Hungry Caterpillar  | What a wonderful world  Here we are (England)  Handa's Surprise (Kenya)  | Commotion in the ocean  Pirates Love Underpants  Rainbow fish  |

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| | <p>Elmer (kindness)</p>  | <p>Owl babies</p>  <p>Stick Man</p>  <p>The Nativity</p>  | <p>The Little Red Hen (Hard work & rewards)</p>  <p>Goldilocks (Honesty & Danger)</p>  <p>The Elves & The Shoemaker (Kindness & helping others)</p>  | <p>Twist & Hop Minibeast Bop</p>  <p>Busy Spring!</p>  <p>Easter</p>  | <p>The Koala Who Could</p>  <p>Whatever Next</p>  <p>A superhero like you!</p>  | <p>Somebody swallowed Stanley</p>  <p>Summer is Here</p>  |
| <p>Enrichment opportunities</p> | <p>All about me bags Diwali day</p> | <p>Autumn walk Forest school trip Christmas time/Santa Bonfire night</p> | <p>'Stay & play' for parents Fairy-tale day Winter walk Chinese New Year parade</p> | <p>'Stay & play' for parents Farm trip Spring walk Butterflies/caterpillars Gardening day Easter bonnet parade</p> | <p>Class assembly Emergency services visit – Fire, police, ambulance, optician, dentist. Eid Party Day</p> | <p>Reading 'stay & play' for parents Sea life centre trip Summer walk Teddy bear's picnic</p> |
| <p>Characteristics of effective learning</p> | <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence and resilience.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.</p> | | | | | |
| <p>Overarching principles</p> | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> | | | | | |

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| | <p>PLAY: 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 supports 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 that is guided by adults.</p> | | | | | |
| Communication and language Listening, Attention & Understanding Speaking <i>C&L is developed throughout the year through high quality interactions, daily group discussions, circle time talking time, PSHE times, stories, poems, rhymes, singing, speech and language interventions, Talk for Writing, EYFS productions, talking baskets, Key vocab.</i> | <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 the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |
| Developing listening skills and beginning to speak independently. | | Growing in confidence with speaking & listening skills. | | | Becoming independent communicators and complex listeners. | |
| | <p>Listen attentively and follow simple instructions.</p> <p>Retell simple events in order.</p> <p>Begin conversations with peers and adults.</p> <p>Use appropriate social phrases and express thoughts and feelings clearly.</p> | <p>Listen to and recall key events from stories and rhymes.</p> <p>Follow two-step instructions and answer "why" and "how" questions.</p> <p>Engage in longer conversations, introducing simple storylines and using more complex sentences.</p> <p>Use language to explain, describe, and question events in their environment.</p> | <p>Listen attentively and respond to ideas with relevant questions.</p> <p>Ask and answer questions using who, why, when, where, and how.</p> <p>Retell stories with increasing detail, using both repetition and personal interpretation.</p> <p>Engage in independent conversations, linking ideas with more complex sentences.</p> <p>Use language to recreate experiences and roles in play.</p> | <p>Listen attentively and ask questions to check understanding.</p> <p>Talk about non-fiction texts to develop new vocabulary and knowledge.</p> <p>Understand and answer more complex questions.</p> <p>Use language to organize thoughts and explain how things work or why things happen.</p> <p>Use more complex sentences with correct grammar (e.g., plurals, tense markers).</p> | <p>Understand and answer who, why, when, where, and how questions.</p> <p>Follow a story without visual aids (pictures or props).</p> <p>Use language to organize thoughts and ideas, describe experiences, and express feelings clearly.</p> <p>Express opinions and debate respectfully with peers or adults.</p> <p>Use language creatively in play to imagine and explain roles and events</p> | <p>Early Learning Goals:</p> <p>Listening, Attention and Understanding</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</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, |

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| | | | | Use language to imagine, recreate, and explain roles and events in play. | | 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. |
| Personal social and emotional development | Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions , develop a positive sense of self , set themselves simple goals , have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies , including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships , co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life | | | | | |
| Self-Regulation | Developing a sense of self, belonging and early relationships. | | Building independence, resilience and positive relationships. | | Becoming confident, resilient and socially aware learners. | |
| Managing Self | Feel safe, secure and settled. Begin to understand themselves as individuals. Develop early awareness of others. Learn to follow routines and rules. Build early relationships. Develop social play skills and begin to solve conflict. | Talks about feelings, understands how others feel, and begins to manage actions in ways that consider others. Develops friendships, cooperates in play, and can resolve conflicts with support. Gains confidence in self-care, makes healthy choices, and follows routines. Initiates play ideas, works with others, and begins to think flexibly and solve problems. | Considers other people's needs, talks about feelings, and responds appropriately with growing independence. Follows familiar rules without reminders, shows self-control, and demonstrates resilience when faced with challenges. Chooses activities with confidence, persists in tasks, and shows determination in completing them. Engages in cooperative play, negotiates roles with peers, and uses past | Talks about their own and others' feelings and begins to regulate behaviour independently in familiar situations. Makes healthy choices about food, activity, sleep, and personal hygiene, and understands what supports overall wellbeing. Shows confidence and self-esteem by trying new things, taking appropriate risks, expressing needs, and | Maintains attention, manages responses, and consistently follows rules without adult support. Understands consequences and adapts behaviour across different situations. Describes their strengths and areas for growth, expressing themselves positively and realistically. Works and plays cooperatively, sustains shared goals, forms stable friendships, and | Early Learning Goals: 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 |

| | Recognise their place in the wider community. | | experiences to guide interactions with decreasing adult support. | seeking help when necessary. Uses experiences to guide interactions, takes turns, and begins to resolve minor conflicts with peers, sometimes with adult support. | considers others' ideas and feelings. Resolves conflicts increasingly independently using language to explain feelings and negotiate solutions. | - 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 | | | | | | | | | | |
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| | HELP (Kapow) My Feelings | HELP (Kapow) Special Relationships | HELP (Kapow) Taking on Challenges | HELP (Kapow) Listening & Following Instructions | HELP (Kapow) My Family & Friends | HELP (Kapow) My Wellbeing Economic Wellbeing | | | | | | | | | | |
| Physical development | | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, 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. By creating games and providing opportunities for play both indoors and outdoors , adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being . Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence . | | | | | | | | | | | | | | |
| Gross Motor | | | | | | | | | | | | | | | | |
| Fine Motor | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>Building foundations</th> <th>Refining skills and increasing independence</th> <th>Mastery and developing confidence</th> </tr> </thead> <tbody> <tr> <td>Develops basic skills like climbing stairs, using alternate feet on apparatus, and large muscle movements for activities like waving flags, painting, and making marks. Starts to negotiate space and use basic</td><td>Gains more control over movements, such as balancing and riding scooters, trikes, or bikes. Begins to dress with help (e.g., putting arms into a coat) and works on posture when sitting at a table or on the floor. Shows initial collaboration in group</td><td>Develops balance by standing on one leg, jumping off objects, and using arms for stability. Starts refining ball skills, such as throwing and catching. Begins to negotiate space independently during games like racing and chasing, adjusting</td><td>Gains confidence in using large apparatus independently (e.g., climbing or balancing on structures). Refines ball skills, including throwing, catching, and aiming with more accuracy.</td><td>Balances independently, both on one foot and in more challenging postures. Confidently and safely uses large equipment for climbing, balancing, and negotiating space.</td><td colspan="2"> Early Learning Goals: 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. </td></tr> </tbody> </table> | | | | | Building foundations | Refining skills and increasing independence | Mastery and developing confidence | Develops basic skills like climbing stairs, using alternate feet on apparatus, and large muscle movements for activities like waving flags, painting, and making marks. Starts to negotiate space and use basic | Gains more control over movements, such as balancing and riding scooters, trikes, or bikes. Begins to dress with help (e.g., putting arms into a coat) and works on posture when sitting at a table or on the floor. Shows initial collaboration in group | Develops balance by standing on one leg, jumping off objects, and using arms for stability. Starts refining ball skills, such as throwing and catching. Begins to negotiate space independently during games like racing and chasing, adjusting | Gains confidence in using large apparatus independently (e.g., climbing or balancing on structures). Refines ball skills, including throwing, catching, and aiming with more accuracy. | Balances independently, both on one foot and in more challenging postures. Confidently and safely uses large equipment for climbing, balancing, and negotiating space. | Early Learning Goals: 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. | |
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| | <p>spatial awareness while playing</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Use a comfortable grip when holding pens and pencils.</p> <p>Developing tripod position for holding pens/pencils</p> | <p>activities (e.g., moving large items together).</p> <p>Use the correct pencil grip, with good control when holding pens and pencils.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> | <p>direction to avoid obstacles.</p> <p>Beginning to develop and apply the foundations of a handwriting style, which is fast, accurate and efficient.</p> | <p>Dresses with more independence.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Develop letter size to ensure all letters are the same size, sitting on the line.</p> | <p>Starts combining movements smoothly, such as hopping, skipping, and running in various play scenarios.</p> <p>Refines coordination and body strength through more complex activities (e.g., running, jumping, dancing).</p> <p>Manages space independently in activities involving peers, such as playing team games or using apparatus.</p> <p>Uses smaller tools with increased control and independence.</p> | <ul style="list-style-type: none"> -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. |
| | <p>Get set for PE: Introduction to PE: Fantasy & Adventure</p> | <p>Get set for PE: Dance: Place</p> | <p>Get set for PE: Gymnastics: Traditional tales</p> | <p>Get set for PE: Ball skills: Minibeasts</p> | <p>Get set for PE: Games: Around the world</p> | <p>Get set for PE: Fundamentals: Places & spaces</p> |
| <p>Literacy</p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p> | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> | | | | | |
| | <p>Comprehension</p> <ul style="list-style-type: none"> -Asks questions about stories. -Answer simple 'who, what, where, when' questions. -Repeat and understand words and phrases from familiar stories. -Repeat and understand new vocabulary in a context of a story. | <p>Comprehension</p> <ul style="list-style-type: none"> -Answer 'how and why' questions about a text that has been read to them. -Understand inference when reading. -Begin to predict what might happen next in a story. -Talk about the characters/story when reading themselves. | <p>Comprehension</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, | | | |

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| <ul style="list-style-type: none"> -Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. -Requests favourite stories and poems. <p><u>Word reading</u></p> <ul style="list-style-type: none"> -Develop their phonological awareness to: -Spot rhymes in familiar stories and poems. -Count or clap syllables in a word. -Understand alliteration. -Understand rhyme and identify a rhyming string. -Orally blend and segment. -Talk about the different phonemes that make up words -Recognise words with the same initial sound. -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. -Read CVC words containing known letter-sound correspondences – with some support. -Read English text from left to right and from top to bottom -Understand the names of the different parts of a book -Read short captions. -Read HF and tricky words matched to phonics programme. <p><u>Writing</u></p> <ul style="list-style-type: none"> -Makes marks and gives meaning to their marks. -Write some of their name. -Forms some letters correctly (phase 2) -Begin to write initial sounds. -Use some of their print and letter knowledge in early writing, such as a pretend shopping list. -Use a range of small tools competently and confidently. E.g. – pencils, scissors, etc. -Begin to write CVC words (with support) | <ul style="list-style-type: none"> -Seeks familiar texts or stories to re-read in the book area. -Requests favourite stories and poems -Poetry Basket <p><u>Word reading</u></p> <ul style="list-style-type: none"> -Develop their phonological awareness to: -Identify letter sounds taught. -Find all or most Phase Two sounds from a display, when given the sound. -Find Phase 3 sounds from a display, when given the sound (as they are taught). -Blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes). -Be able to segment and make a phonemically plausible attempt at spelling words consisting of Phase Two and Phase Three graphemes). -Read HF and tricky words matched to phonics programme. -Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Blend sounds into words, including containing digraphs, so that they can read short words made up of known letter– sound correspondences. -Read longer captions and sentences. -Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. <p><u>Writing</u></p> <ul style="list-style-type: none"> -Write full name independently. -Begin to write short, simple captions (with support). -Begins to use finger spaces and full stops in their writing. -Begins to form lowercase letters correctly. | <ul style="list-style-type: none"> non-fiction, rhymes and poems and during role-play. -Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. -Poetry Basket <p><u>Word reading</u></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><u>Writing</u></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. -Phonics (Phase 3/Phase 4 secure) |
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| | <ul style="list-style-type: none"> -Begins to write HF and tricky words (matched to phonics programme.) -Uses tripod grip (supported) - Write CVC words independently. -Phonics (Phase 2 secure) | <ul style="list-style-type: none"> - Spells words by identifying the sounds and then writing these sounds. - Writes words matching phonics scheme (phonics programme. – phase 3 digraphs) - Write HF and tricky words (matched to phonics programme) -Write short sentences with words with known sound-letter correspondence, using a full stop. -Uses tripod grip. | | | | |
| Phonics (Unlocking Letters & Sounds) | Phase 1 recap Introduce phase 2 | Phase 2 | Phase 3 | Phase 3 | Phase 3/4 | Phase 4 |
| Maths (White rose 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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures . It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships , spot connections , 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes . | | | | | |
| Number Numerical Patterns | <ul style="list-style-type: none"> Daily routines Counting principles Match & sort Patterns Compare size, mass & capacity | <ul style="list-style-type: none"> Represent, compare amounts, and composition of numbers 1-5. Positional language 2D shape One more/less Day and Night | <ul style="list-style-type: none"> Find, subitise, represent, composition of numbers 1- 10. Combining groups Mass/capacity More/less Odd and Even | <ul style="list-style-type: none"> Length & Height Time Composition of numbers 1 – 10 Doubles 3D shape Complex Patterns | <ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns Spatial reasoning 2D & 3D shape Adding more Taking away | <ul style="list-style-type: none"> Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding Patterns & relationships |
| Understanding the world | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | |
| | Past & Present -Identifying family/family tree | Past & Present -Remembrance Day | Past & Present -Story characters and settings (Traditional tales) | People, Culture & Communities -Easter time | Past & Present -Roles in society -Transport | People, Culture & Communities - Eid celebrations |

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| | <ul style="list-style-type: none"> -Showing interest in familiar people <p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> -Our community -Diwali Day (20.10.25) <p><u>The Natural World</u></p> <ul style="list-style-type: none"> -Our community -Showing care/concern | <p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> -Christmas Party Day (17.12.25) -Maps <p><u>The Natural World</u></p> <ul style="list-style-type: none"> - Autumn walk -Weather -Senses | <p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> -Chinese New Year (17.2.26) <p><u>The Natural World</u></p> <ul style="list-style-type: none"> -Weather -Winter walk | <ul style="list-style-type: none"> -Observing our environment <p><u>The Natural World</u></p> <ul style="list-style-type: none"> -Spring walk -Habitats -Minibeasts -Planting & growing -Change | <ul style="list-style-type: none"> -Occupations <p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> -Similarities and differences between our country and another -World map <p><u>The Natural World</u></p> <ul style="list-style-type: none"> -Settings | <p>(Date TBC)</p> <ul style="list-style-type: none"> -Environments -Observations <p><u>The Natural World</u></p> <ul style="list-style-type: none"> -Settings -Recycling -Summer walk -Maps |
| | <p>RE: Being special: where do we belong?</p> | <p>RE: Why is Christmas special to Christians?</p> | | <p>RE: Why is the word God special to Christians?</p> | <p>RE: What places are special & why?</p> | |
| Expressive Art & Design | <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | | | | | |
| | <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> - Self-Portraits - Exploring provision - DT: Biscuits <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> - All about me | <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> - Accuracy with drawing - Weaving hand puppets - Representing settings - Art Study: Kandinsky <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> - Story Retell - Role play | <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> - Story characters - Changing colours - Junk modelling <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> - Traditional Tales | <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> - Spring time - Artist study: Stephanie Kilgast happy bugs - DT: Salad faces - Materials <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> - Minibeast stories | <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> - Our World - DT: Sponge Cakes - Dot painting <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> - Journeys - Class Assembly performance | <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> - Collage - Artist study: Georgia O'Keefe <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> - Summer settings |
| | <p><u>Music</u></p> <ul style="list-style-type: none"> Nursery Rhymes | <p><u>Music</u></p> <ul style="list-style-type: none"> Christmas Nativity | <p><u>Music</u></p> <ul style="list-style-type: none"> When Snowflakes Fall <p><u>Collins Music Express</u></p> | <p><u>Music</u></p> <ul style="list-style-type: none"> Our Growing World <p><u>Collins Music Express</u></p> | <p><u>Music</u></p> <ul style="list-style-type: none"> A Sky Full of Colour <p><u>Collins Music Express</u></p> | <p><u>Music</u></p> <ul style="list-style-type: none"> Under the Sea <p><u>Collins Music Express</u></p> |
| Computing | <p>Our aim at Ladybridge is to ensure children are well equipped with the skills needed to access computing in Year 1. We want our children to have the basic, age appropriate, technology skills to be successful in their everyday lives. We want our children to be safe online and know to ask for help if they are unsure.</p> | | | | | |

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| | <ul style="list-style-type: none"> -Keeping safe online. -Technology toys in provision (torches, cameras, CD player) -2 Paint a picture (Continuous Provision) | <ul style="list-style-type: none"> -Introduce mini-mash on Ipads (continuous provision) -Awesome Autumn Barefoot. (Computational Thinking) | <ul style="list-style-type: none"> -Winter Warmers Feed the Birds, Barefoot. (Computational thinking) -Take a photo, using an IPad -Keeping safe online. | <ul style="list-style-type: none"> -Investigate how BeeBots work | <ul style="list-style-type: none"> -People who help us, Barefoot. (Computational thinking) - Mini-Mash (wonderful world) | <ul style="list-style-type: none"> -Boats Ahoy, Barefoot. (Computational thinking) -Mini-Mash (under the sea). |
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