

**St Teresa's Catholic Primary School**

**Curriculum Overview 2025/26 – Reception**

	<b><u>Autumn 1</u></b> 8 weeks	<b><u>Autumn 2</u></b> 7 weeks	<b><u>Spring 1</u></b> 6 weeks	<b><u>Spring 2</u></b> 6 weeks	<b><u>Summer 1</u></b> 6 weeks	<b><u>Summer 2</u></b> 6 weeks
	<b>Marvellous Me</b>	<b>Darkness Let's celebrate</b>	<b>On the move</b>	<b>Can we grow a story?</b>	<b>Amazing animals</b>	<b>Superheroes The Big Blue</b>
<b>General topics</b>	<p>Starting school, my new class</p> <p>My body &amp; senses</p> <p>Healthy me</p> <p>My family &amp; friends</p> <p>My feelings</p> <p>My home, my local area</p> <p>Harvest, Autumn</p>	<p>Bonfire night / Remembrance day</p> <p>Bedtime stories &amp; routines</p> <p>Sources of light – light &amp; dark, Space</p> <p>Winter – changes we will see</p> <p>Advent / Birthdays</p> <p>Christmas / Nativity</p>	<p>Winter / cold climates / Polar regions</p> <p>Land travel – walk, bikes, cars</p> <p>Maps</p> <p>Our town, our country</p> <p>Chinese New Year</p>	<p>Life cycle of a plant</p> <p>How to grow beans</p> <p>Spring / weather</p> <p>Life cycles - Animals &amp; their offspring</p> <p>Easter</p> <p>Traditional tales</p>	<p>Pets - Vets</p> <p>Farm animals</p> <p>Mini beasts</p> <p>Savannah / rainforests – Africa</p> <p>Under the sea</p> <p>Dinosaurs</p> <p>Habitats</p>	<p>Emergency services – nurses, police, firemen</p> <p>Recycling</p> <p>Summer</p> <p>Holidays – seaside</p> <p>Water travel – pirates</p> <p>Air travel – planes, hot air balloons, helicopters</p>
<b>R.E.</b>	RED Branch 1: Creation and Covert	RED Branch 2: Prophecy and Promise	RED Branch 3: Galilee to Jerusalem	RED Branch 4: Desert to Garden	RED Branch 5: To the Ends of the Earth	RED Branch 6: Dialogue and Encounter
<b><u>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions and weekly interventions.</u></b>						
<b>Listening, Attention and Understanding</b>	<p>Settling in activities and carpet times.</p> <p>Listening to The Colour Monster – moods and feelings.</p> <p>Understand how to listen carefully and why listening is important</p> <p>Understand 'Why' questions</p> <p>Learn new vocabulary</p> <p>Understand a question or instruction that has 2 parts</p> <p>Engage in story times</p> <p>Learn rhymes and songs</p>	<p>Links to festivals children's experiences, talking about shared experiences.</p> <p>Songs – Nativity and Christmas songs.</p> <p>Sharing weekend news.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Learn and use new vocabulary</p> <p>Engage in story times</p>	<p>Links to the World around us, talking about shared experiences – Winter walk, Chinese New Year, news from home.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn rhymes, poems and songs</p> <p>Learn and use new vocabulary</p> <p>Engage in non-fiction books</p>	<p>Link to stories and Easter, talking about shared experiences – Pancake Day, Mother's Day, news from home.</p> <p>Sustained focus when listening to a story.</p> <p>Learn rhymes, poems and songs</p> <p>Learn and use new vocabulary</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><b>Early Learning Goal – Listening, Attention and Understanding</b></p> <p>Holding conversation in back and forth exchanges with adults and peers</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	

<b>Speaking</b>	<p>Develop social phrases.</p> <p>Adults modelling language throughout the day “Please, thank you, excuse me, pardon me”</p> <p>Eye contact when somebody speaks to you</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to organise themselves and their play</p> <p>Individual speech assessment</p>	<p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Ask questions to find out more and to check they understand what has been said to them</p>	<p>Describe events in some detail</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Articulate ideas and thoughts in well-formed sentences</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen</p>	<p><b>Early Learning Goal – Speaking</b></p> <p>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions with modelling and support from their teacher</p> <p>Offer explanations for why things might happen, making sure of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Participate in small group, class and one to one discussions, offering their own ideas using recently introduced vocabulary</p>
<b>Personal, social and emotional development</b>					
	Circle time – Being me in my world / Bucket time	Circle time – Celebrating differences / Bucket time	Circle time – Dreams and goals / Bucket time	Circle time – Healthy me / Bucket time	Circle time – Relationships / Bucket time
<b>Building Relationships</b>	<p>Throughout the year, children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games play an important role in the reception year. This enables the children to understand basic turn taking and working cooperatively.</p>				<p><b>Early Learning Goal – Self Regulation</b></p> <p>Give focus attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>
<b>Self-Regulation</b>	<p>Throughout the year, children will work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focuses 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> <li>Able to concentrate on a task</li> <li>Applying personalised strategies to return to a state of calm</li> <li>Able to ignore distractions</li> <li>Thinking before acting</li> </ul>				<p><b>Early Learning Goal – Self Regulation</b></p> <p>Give focus attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions</p>

	<ul style="list-style-type: none"> <li>• Able to curb impulsive behaviours</li> <li>• Behaving in ways that are socially acceptable</li> <li>• The ability to persist and persevere</li> </ul>					<p>involving several ideas or actions.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>
<b>Managing Self</b>	<p>New beginnings</p> <p>See themselves as a valuable individual</p> <p>Class rules and routines</p> <p>Supporting children to build relationships</p>	<p>Getting on and falling out</p> <p>How to deal with anger emotions</p> <p>Self-confidence</p> <p>Build constructive and respectful relationships</p> <p>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</p> <p>Learning about qualities and differences</p> <p>Celebrating differences</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>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</p> <p>What makes a good friend?</p> <p>Healthy me</p> <p>Random acts of kindness</p> <p>Looking after pets</p> <p>Looking after our planet</p> <p>Strategies to stay calm in the face of frustration</p> <p>Talk about why we take turns, wait politely, tidy up after ourselves</p>	<p>Looking after others</p> <p>Friendships</p> <p>Dreams and goals</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves.</p>	<p>Taking part in sports day</p> <p>Winning and losing</p> <p>Changing me – look how far I've come</p> <p><b>Early Learning Goal – Managing Self</b> 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.</p>
<b>Physical Development</b>						
<b>Gross Motor</b>	<b>Cooperation and Moving</b>	<b>Ball Skills and Wheeled Toys</b>	<b>Ball Skills and Moving to Music</b>	<b>Balance</b>	<b>Obstacles</b>	<b>Team games</b>
	<p>Cooperation games i.e parachute games</p> <p>Different ways of moving and retaining balance</p> <p>Changing speed and direction</p>	<p>Ball skills – throwing and catching</p> <p>Different ways of moving Changing direction</p> <p>Moving in time to music</p>	<p>Ball skills – aiming, dribbling, pushing, throwing &amp; catching, patting or kicking</p> <p>Gymnastics</p> <p>Balancing</p>	<p>Balance – children moving with confidence dance related activities</p> <p>Underarm throwing, kicking, rolling, catching, aiming a ball</p> <p>Hand eye co-ordination</p>	<p>Running</p> <p>Jumping</p> <p>Throwing overarm/underarm</p> <p>Athletics</p> <p>Yoga</p>	<p>Races / team games involving gross motor movements dance related activities</p> <p>Gymnastics / Balance</p> <p><b>Early Learning Goal – Gross Motor Skills</b></p>

	<p>Negotiate space</p> <p>Control of an object</p> <p><b>Keeping healthy: Healthy Diet / Tooth brushing</b> Know and talk about the different foods that keep me healthy and different factors that support their overall health</p> <p><b>Keeping healthy:</b> Know and talk about the different factors that support their overall health and wellbeing such as the things I can do.</p>	<p>Exploring different ways of moving</p> <p>Different ways of rocking and rolling</p> <p>Balancing two-wheeled balance bikes and pedal bikes</p>	<p>Travelling confidently</p> <p>Jumping and landing</p>		<p>Balance</p> <p>Stretching</p>	<p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Negotiate space and obstacles safely with consideration for themselves and others</p>
<b>Fine Motor</b>	<p>Dough activities</p> <p>Daily name writing activities</p> <p>Threading, cutting, weaving, playdough, finger gym activities – manipulate objects with good fine motor skills</p> <p>Show preference for dominant hand</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil grip – encourage tripod grip</p>	<p>Daily name/CVC writing activities</p> <p>Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structure activities: guide them in what to draw, write or copy</p> <p>Teach and model correct letter formation</p>	<p>Daily name/CVC writing activities</p> <p>Threading, cutting, weaving, playdough, Finger Gym activities</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely</p> <p>Holding small items / button clothing / cutting with scissors</p>	<p>Daily name/CVC/Sentence writing activities</p> <p>Threading, cutting, weaving, playdough, Finger Gym activities</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Daily name/CVC/Sentence writing activities</p> <p>Threading, cutting, weaving, playdough, Finger Gym activities</p> <p>Develop pencil grip and letter formation continually for fine motor tasks</p> <p>Cut along a straight line with scissors / start to cut along a curved line/ circle</p>	<p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, link in a triangle</p> <p>Start to colour inside the lines of a picture</p> <p>Draw recognisable pictures</p> <p>Build things with smaller linking blocks such as Duplo or Lego</p> <p><b>Early Learning Goal – Fine Motor Skills</b> 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>

<b>Literacy</b>						
<b>Quality texts:</b> further texts will be added throughout the year depending on children's interests.	<p>In Reception, core books associated with the topic of 'All about Me, families and starting school' will be read.</p> <p>Non-fiction books about the Human body, feelings, families around the world and Autumn will be read.</p>	<p>In Reception, core books associated with the topic of 'Celebrations' and 'Light and Dark' will be read.</p> <p>Non-fiction books about seasons, space and celebrations around the world will be read.</p>	<p>In Reception, core books associated with the topic of 'Winter' and 'Transport' will be read.</p> <p>Non-fiction books about Towns around the world, looking at maps, healthy eating, and different types of weather will be read.</p>	<p>In Reception, core books associated with the topic of 'Plants' and 'Traditional tales' will be read.</p> <p>Non-fiction books about growing vegetables and spring will be read.</p>	<p>In Reception, core books associated with the topic of 'Amazing Animals' will be read.</p> <p>Non-fiction books about Farm animals, vets, pets, mini beasts will be read.</p>	<p>In Reception, core book associated with the topic of 'Superheroes' and 'The Big Blue' will be read.</p> <p>Non-fiction books about jobs, people in our community, seaside holidays, water travel will be read.</p>
<b>Word Reading</b>	<p><b>Linking sounds to letters</b></p> <p><b>Phonic Sounds:</b> Little Wandle recap Phase 1 moving to Phase 2</p> <p><b>Reading:</b> Initial sounds</p> <p>Oral blending</p> <p>CVC sounds</p> <p>Reciting known stories</p> <p>Listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily.</p> <p>Ensure books are consistent with their developing phonic knowledge</p>	<p><b>Begin to read words by sound-blending.</b></p> <p><b>Phonic Sounds:</b> Little Wandle Phase 2</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration</p> <p>Knows that print is read from left to right.</p> <p>Spotting digraphs in words.</p> <p>Show children how to touch each finger as they say each sound.</p> <p>For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Introducing digraphs.</b></p> <p><b>Phonic Sounds:</b> Little Wandle Phase 3</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</p> <p>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', and 'storm', 'night'.</p>	<p><b>Begin to read simple sentences.</b></p> <p><b>Phonic Sounds:</b> Little Wandle Phase 3</p> <p><b>Reading:</b> Story structure-beginning, middle, end.</p> <p>Common theme in traditional tales, identifying characters and settings.</p> <p>Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Read and understand simple sentences.</b></p> <p><b>Phonic Sounds:</b> Little Wandle Phase 4</p> <p><b>Reading:</b> Non-fiction texts</p> <p>Internal blending</p> <p>Naming letters of the alphabet.</p> <p>Distinguishing capital letters and lower case letters.</p>	<p><b>Reading and understanding sentences with fluency including some common exception words.</b></p> <p><b>Phonic Sounds:</b> Little Wandle Phase 4</p> <p><b>Reading:</b> Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently.</p> <p><b>Early Learning Goal – Word Reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read words consistent with their phonic knowledge by sound-blending. Say a sound for each letter in the alphabet and at least 10 digraphs.</p>
<b>Comprehension</b>	<p><b>Listening to stories</b> Joining in with rhymes and showing an interest in stories with repeated refrains.</p>	<p><b>Beginning to retell stories.</b> Retell stories related to events through acting/role play.</p>	<p><b>Retelling stories with the recently introduced vocabulary.</b></p>	<p><b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and</p>	<p><b>Explaining the stories they have listened to or have read themselves.</b></p>	<p><b>Early Learning Goal - Comprehension</b></p> <p><b>Demonstrate understanding of what</b></p>

	<p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- The names of the different parts of a book.</li> </ul> <p>Sequencing familiar stories using pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retelling stories using images</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books.</p>	<p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to Little Wandle.</p> <p>Ensure home reading books match their phonic knowledge.</p> <p>Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Retell a story with actions and / or picture prompts as part of a group.</p> <p>Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story.</p> <p>Can draw pictures of characters/event /setting in a story.</p> <p>May include labels, sentences or captions</p>	<p><b>has been read to them by retelling stories using their own words and recently introduced vocabulary.</b></p> <p>Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p><b>Fiction and Non-Fiction:</b> Beginning to understand that a non-fiction is a non-story, it gives information instead, and that fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title</p>
<b>Writing</b>	<p><b>Talk for writing:</b> Mr Wiggle &amp; Mr Waggle Goldilocks</p> <p>Initial sounds and handwriting</p> <p>CVC word writing</p> <p>Name writing practice</p> <p>Simple captions, labels and messages</p> <p>Use initial sounds to label characters / images</p> <p>Practising correct letter formation</p>	<p><b>Talk for writing:</b> Owl Babies</p> <p>CVC word writing</p> <p>Lists and captions</p> <p>Name writing</p> <p>Story scribing</p> <p>Retelling stories in writing area</p> <p>Sequencing the story</p> <p>Practising correct letter formation</p>	<p><b>Talk for writing:</b> Take a Walk Little Bear</p> <p>Phrase and caption writing</p> <p>Tricky words</p> <p>Labels using CVC, CVCC, CCVC words</p> <p>Guided writing based around developing short sentences in a meaningful context</p> <p>Create a story board</p> <p>Practising correct letter formation</p>	<p><b>Talk for writing:</b> The Gingerbread Man</p> <p>Begin to write simple sentences</p> <p>'Hold and write a sentence'</p> <p>Creating own story maps</p> <p>Writing captions and labels</p> <p>Short sentences to accompany story maps</p> <p>Ensuring correct letter formation</p>	<p><b>Talk for writing:</b> The Little Red Hen</p> <p>Writing simple sentences</p> <p>'Hold and write a sentence'</p> <p>Writing for a purpose in role-play using phonetically plausible attempts at words</p> <p>Begging to use finger spaces</p> <p>Form most letters correctly</p> <p>Write 2 sentences</p>	<p>Story writing</p> <p>Sentences using some tricky words</p> <p>Beginning to use full stops, capital letters and finger spaces</p> <p>Write a character description</p> <p>Write 3 sentences</p> <p>Form most letters correctly</p> <p><b>Early Learning Goal - Writing</b></p> <p>Spell words by identifying sounds in them and</p>

						<p>representing the sounds with a letter or letters. Write recognisable letters, most of which are correctly formed. Writing simple sentences and phrases that can be read by others</p>
<b>Maths</b>						
<b>White Rose Maths</b>	<p><b>Getting to know you – baseline 2 weeks</b></p> <p>Match, sort and compare</p> <p>Measure and patterns</p> <p>It's me 1, 2, 3</p>	<p>Circles and triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6, 7, 8</p> <p>Length, Height and time</p>	<p>Length, Height and time</p> <p>Building 9 and 10</p> <p>Explore 3-D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p> <p>Consolidation</p> <p><b>Early Learning Goal – Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise 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.</p> <p><b>Early Learning Goal – Numerical Patterns</b></p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p>
<b>Mastery Number</b>	<p>Subitising within 3</p> <p>Focus on counting skills</p>	<p>Focus on counting skills</p>	<p>Subitise within 5</p> <p>Focusing on die patterns</p>	<p>Focus on the 'staircase' pattern and ordering numbers</p>	<p>Counting – larger sets and things that cannot be seen</p>	<p>Subitise to 5</p> <p>Introduce the rekenrek</p>

	<p>Explore how all numbers are made of 1s</p> <p>Focus on composition of 3 and 4</p> <p>Subitise objects and sounds</p> <p>Comparison of sets – ‘just by looking’</p> <p>Use the language of comparison: more than and fewer than</p>	<p>Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5</p> <p>Comparison of sets – by matching</p> <p>Use the language of comparison: more than, fewer than, an equal number</p> <p>Explore the concept of ‘whole’ and ‘part’</p> <p>Focus on the composition of 3, 4 and 5</p> <p>Practise object counting skills</p> <p>Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p>	<p>Match numerals to quantities within 5</p> <p>Counting – focus on ordinality and the ‘staircase’ pattern</p> <p>See that each number is one more than the previous number</p> <p>Focus on 5</p> <p>Focus on 6 and 7 as ‘5 and a bit’</p> <p>Compare sets and use language of comparison: More than, fewer than, an equal number to make unequal sets equal</p>	<p>Focus on ordering of numbers to 8</p> <p>Use language of less than</p> <p>Focus on 7</p> <p>Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes – odd and even numbers</p>	<p>Subitising – to 6, including in structured arrangements</p> <p>Composition – ‘5 and a bit’</p> <p>Composition – of 10</p> <p>Comparison – linked to ordinality</p> <p>Play track games</p>	<p>Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison number patterns</p> <p>Counting</p>
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#### Understanding the World

<p><b>History</b></p> <p><b>Past and Present</b></p>	<p><b>Who is in my family?</b> Commenting on photos of their family – naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Role play – home setting. Their past and their life as a baby.</p>	<p>Links to festivals: Bonfire night, Christmas Nativity</p> <p>People celebrate special times to remember what happened in the past</p> <p>Birthdays – how people used to celebrate, how do we celebrate now?</p> <p>Present: Talk about members of their immediate family and community.</p>	<p>Can talk about what they have done with their families during Christmas’ in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Different types of land in the past and now. How do you travel to school?</p> <p>Ernest Shackleton - Little People, Big Dreams</p>	<p>Exploring Dragons and Castles.</p> <p>Do homes look like castles? Are there some castles in the present? Do dragons live now?</p> <p>Role-play – Knights and Princesses in the castle. Understanding the past through stories and storytelling.</p>	<p>Looking at animals in the past - dinosaurs</p>	<p>Exploring the seaside now and in the past.</p> <p>Looking at photos of occupations past and present.</p> <p>How did people travel to the seaside/beach – water travel/pirates / air travel in the past and now</p> <p>Discussing how they have changed. How do we know it’s an old photo?</p> <p><b>Early Learning Goal</b> 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,</p>
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Creating with Materials	<p>Self portraits</p> <p>Use of the continuous provision and how to use the paint and workshop areas.</p> <p>Autumn pictures – printing with different objects e.g. autumn leaves</p> <p>Mixing colours and exploring textures.</p> <p>Scissor skills – cutting in straight lines with squeezey or normal scissors</p> <p>Dough – different ways to roll ball shapes, log shapes. Rolling pins, cutters</p>	<p>Linking colours to festivals.</p> <p>Firework pictures.</p> <p>Rocket models.</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards</p> <p>Introduction to clay - Divas.</p> <p>Paper chains</p> <p>Scissor skills – cutting around different shapes</p> <p>Printing with different objects – e.g. apples for pumpkin faces</p>	<p>Making snowflakes – folding and cutting paper</p> <p>Concentina folding paper to make Chinese dragons/hug me love hearts</p> <p>Paper lanterns</p> <p>Shades of colour – how to mix darker paint</p> <p>Ice painting</p> <p>Healthy eating collages</p>	<p>Junk modelling 3 little pigs houses</p> <p>Pastel colours, adding white</p> <p>Three little pigs house with different materials</p> <p>Spring pictures</p> <p>Flower artwork</p> <p>Making Gingerbread houses/ men</p>	<p>Farm pictures</p> <p>Folded printing – symmetrical butterflies</p> <p>Junk modelling – joining and attaching skills</p> <p>African artwork</p>	<p>Junk modelling – joining and attaching skills – vehicles, boats (pirates)</p> <p>Seaside scene collaging</p> <p>Looking at different seaside paintings and sharing opinions</p> <p>Summer pictures.</p> <p>Marine life pictures.</p> <p>Paper plate jellyfish.</p> <p>Making passports.</p>
Being Imaginative and expressive	<p><b>Music:</b> CHARANGA – ME! Introduction to musical instrument names, how to hold and play. Nursery rhymes including – When Goldilocks went to the house of the bears Harvest Songs</p> <p>Role-play – home corner.</p> <p>Small world play</p>	<p><b>Music:</b> CHARANGA – My Stories Nativity Songs Playing instruments in different ways</p> <p>Performing the Nativity.</p> <p>Role-play – home corner (enhanced with Christmas)</p>	<p><b>Music:</b> CHARANGA – Everyone! Selecting instruments to go with snowflake serenade and dragon dance music.</p> <p>Role-play – the arctic. Small world - arctic explorer.</p> <p>Chinese New Year songs.</p>	<p><b>Music:</b> CHARANGA – Our World Making our own instruments from junk modelled materials – playing with sound.</p> <p>Role-play – Once upon a time storytelling.</p> <p>Small world – Castles and Dragons.</p>	<p><b>Music:</b> Chicken Licken songs CHARANGA – Big Bear Funk</p> <p>Role-play – farm shop/garden centre.</p> <p>Small world play – farmyards.</p>	<p><b>Music:</b> CHARNAGA – reflect/rewind/replay Polysyllabic words – clapping syllables in words moving into work on rhythm and pattern in music.</p> <p>Role-play – under the sea / beach</p>
Enrichment / WOW moments	<p>Welcome Stay and Play</p> <p>Ribbleton Park / Autumn Walk – Dentist about oral health?</p>	<p>Stay and Play Christmas Grandparents' day</p> <p>Walk to post-box – Letter to Santa</p>	<p>Stay and Play – Chinese New Year</p> <p>Bus trip around Preston?</p>	<p>Stay and Play – Mothers Day</p> <p>Gingerbread Making</p> <p>Gardening Day – Potential Gardener to come in</p>	<p>Stay and Play – Fathers Day</p> <p>Farm Visit</p>	<p>Stay and Play</p> <p>People who help us into school</p> <p>Sealife / Blackpool tower trip – ride the tram – transport?</p>