




EYFS (Pre-Reception/Reception) - Long Term Plan Overview						
TOPIC	Autumn Exploring Our World (Geography Focus)		Spring Discovering Our Past (History Focus)		Summer Creating (Art focus)	
	All about me (superheroes)	After dark (celebrations)	Ticket to Ride (transport/toys)	Animal Explorers (cold/hot places)	Come outside (woodland)	Fun at the seaside (seaside/dinosaurs)
Visit/ Wow moments	Baby photos Family photos Village walk Autumn trail/walk Doctor/nurse visit Supermarket trip (Year A)	Autumn trail/walk Owl Visit Danby visit (Year B)	Bus journey Space journey Fire engine visit Police car visit Yorkshire Air Museum trip (Year A)	Holidays been on/going on Planting – sunflowers, pumpkins etc Zoo trip (Year B)	Planting Egg hatching?? Butterfly hatching?? Garden center/ Scampston trip (Year A)	Picnic Environmental theme Lifeboat visit Beach trip (Year B)
	Autumn Harvest Halloween	Bonfire Night Remembrance Day Diwali Christmas	Chinese New Year Shrove Tuesday	Spring Lent Easter	Summer	Sports Day Leavers
Book links? Super Six Books (see below)	Super Pea Colour Monster Funny bones Big book of families The Ugly Duckling Jolly Postman (maps) Hansel and Gretel (maps) Nursery Rhymes	Owl babies Little Red Hen (harvest) Gingerbread Man (maps) Jolly Christmas postman (maps) Stickman Nativity Rama and Sita Nursery Rhymes	The Naughty Bus The Train Ride Mr Gumpys outing The way back home Beegu Bob, the man on the moon Emma Janes Aeroplane Amelia Earhart The Great Balloon Hullabalo	Tiger who came to tea Elephant and the bad baby Diary of a Wombat The Emperors Egg Elephant and the Bad Baby Pig in the Pond Handa's surprise	Gruffalo Farmer Duck The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons The very hungry caterpillar Argh! Spider	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Snail and the whale Harry and his bucket full of dinosaurs Dinosaur bones

Reading	Nursery Rhyme/Song (see MT plan) Story Stool (see MT plan) Drawing Club, including poetry and non-fiction (see weekly LT plan) Super Six Books (see MT plan)	Nursery Rhyme/Song (see MT plan) Story Stool (see MT plan) Drawing Club, including poetry and non-fiction (see plan weekly LT plan) Super Six Books (see MT plan)	Nursery Rhyme/Song (see MT plan) Story Stool (see MT plan) Drawing Club, including poetry and non-fiction (see plan weekly LT plan) Super Six Books (see MT plan)
----------------	---	--	--

EYFS (Reception) - Long Term Plan - 2022-2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interest /Lines of Enquiry Autumn Halloween Family School Healthy eating Harvest	Autumn Halloween Family School Healthy eating Harvest	Stick Man Halloween Bonfire Night Christmas/Father Christmas story Christmas around the world	Transport Toys Winter Arctic Lost and Found Growing up - generations Chinese New Year	Animals Hot/Cold places Pancake Day Easter Planting/Gardening Spring	Life cycles – Frog/butterfly/plant/sunflowers Forest schools Gardening	Summer holidays (past and present) Hot places Rockpools Pirates Dinosaurs
Communication and Language 	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Engage in story times, rhymes, and songs. - Maintain attention in whole class/groups. - Follow 1 step instructions. - Understand ‘why’ questions. - Use sentences 4-6 words. - Use talk to organise play. 	<ul style="list-style-type: none"> - Listen in familiar & new situations. - Engage in story times. - Maintain attention in new situations. - Ask questions to find out more and to check they understand what has been said to them. - Follow instructions with 2 parts in a familiar situation. - Start a conversation with peers and familiar adults and continue for many turns. - Develop social phrases 	<ul style="list-style-type: none"> - Listen attentively in a range of situations. - Maintain attention during appropriate activity. - Engage in non-fiction books. - Consider the listener and take turns. - Use talk to organise/stand for something else in play. - Begin to use past tense. - Begin to recount past events. 	<ul style="list-style-type: none"> - Understand why listening is important. - Maintain attention in different contexts. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Ask questions to find out more and check understanding. - Articulate their ideas and thoughts in well-formed sentences. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Begin to connect one idea or action to another using a range of connectives. - Describe events in some detail. 	<ul style="list-style-type: none"> - Listen and understand instructions while busy with another task. - Maintain activity while listening. - Understand how, why, where questions. - Describe events in some detail. - Express ideas about feelings and experiences. - Articulate their ideas and thoughts in well-formed sentences. - Use language to reason. 	<ul style="list-style-type: none"> - Listen and respond with relevant questions, comments, or actions. - Attend to others in play. - Make comments and clarify thinking with questions. - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Speak in well-formed sentences with some detail. - Use new vocabulary in different contexts. - Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.			

Personal, Social and Emotional Development Self-regulation  NYCC The Street	<ul style="list-style-type: none"> - <i>Can talk about feelings.</i> - Welcome distractions when upset. - <i>Increasingly follow rules.</i> - <i>Know likes and dislikes.</i> - Independently organise belongings in the morning. - Manage personal hygiene. - <i>Build constructive and respectful relationships.</i> NYCC – ME AND MY RELATIONSHIPS	<ul style="list-style-type: none"> - <i>Beginning to express their feelings and consider the perspectives of others.</i> - Begin to take turns and share resources. - Independently choose where they would like to play. - <i>Continue to build constructive and respectful relationships.</i> NYCC – MY HEALTHY LIFESTYLE	<ul style="list-style-type: none"> - Show pride in achievements. - Understand behavioural expectations of the setting. - Can explain right from wrong and try to behave accordingly. - <i>Manage their own needs.</i> - Can identify kindness. - Seek others to share activities and experiences. NYCC – KEEPING MYSELF SAFE	<ul style="list-style-type: none"> - Can make choices and communicate what they need. - Begin to show persistence when faced with challenges. - Can keep play going by co-operating, listening, speaking, and explaining. - Can reflect on the work of others and self-evaluate their own work. NYCC – KEEPING MYSELF SAFE	<ul style="list-style-type: none"> - Beginning to know that children think and respond in different ways to them. - Can talk about their own abilities positively. - Confident to try new activities - <i>Show resilience and perseverance.</i> NYCC – BECOMING AN ACTIVE CITIZEN	<ul style="list-style-type: none"> - <i>Able to identify and moderate own feelings.</i> - <i>See themselves as a unique and valued individual.</i> - Can seek out a challenge and enjoy the process. - Show sensitivity to others' needs and feelings. NYCC – ME AND MY FUTURE
NYCC - Religious Education	Key Question F1: Which stories are special and why?	Key Question F2: Which people are special and why?	Key question F4: Which times are special and why?	Key Question F3: Which places are special and why?	Key question F5: Where do we belong?	Key Question F6: What is special about our world?
Physical Development 	Swimming unit <ul style="list-style-type: none"> - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Personal Focus – following instructions, practise safely, independent work Coordination skill: Footwork Static Balance skill: One leg Forest Schools Wild Passport Skills: Nature & Shelter	Swimming unit <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Social Focus – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance Forest Schools Wild Passport Skills: Nature & Shelter	Dance unit - Starry Skies <ul style="list-style-type: none"> - Combine different movements with ease and fluency. Creative Focus – Exploring and describing different movements Static Balance skill: Stance Applying Physical Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Forest Schools Wild Passport Skills: Nature & Fire	Gymnastics unit - Traditional Tales <ul style="list-style-type: none"> - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Cognitive Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Counterbalance skill: With a partner Forest Schools Wild Passport Skills: Nature & Fire	Invasion Games unit - At the Fair <ul style="list-style-type: none"> - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. - Develop the foundations of a handwriting style which is fast, accurate and efficient. Coordination skill: Sending and Receiving Agility skill: Reaction/Response Coordination skill: Ball skills Forest Schools Wild Passport Skills: Nature & rope	Athletics unit - Olympics/Sports Day <ul style="list-style-type: none"> - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Health and Fitness Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work Forest Schools Wild Passport Skills: Nature & woodcraft

	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Detailed fine motor development on 'Physical Development' skills plan.</p>					
<p>Literacy</p>  <p>Drawing Club</p> <p>Story Stool</p> <p>Super Six books</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> - Listen and enjoy sharing a range of books. - Hold a book correctly, handle with care. - Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. - Know that text in English is read top to bottom and left to right. - Know the difference between text and illustrations. - Recognise some familiar words in print, e.g., own name or advertising logos. - Enjoy joining in with rhyme, songs and poems. - Explain in simple terms what is happening in a picture in a familiar story. - Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. 	<p>Comprehension:</p> <ul style="list-style-type: none"> - Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. - Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. - Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. - Sequence two events from a familiar story, using puppets, pictures from book or role-play. 	<p>Comprehension:</p> <ul style="list-style-type: none"> - Use picture clues to help read a simple text. - Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. - Show understanding of some words and phrases in a story that is read aloud to them. - Express a preference for a book, song or rhyme, from a limited selection. - Play is influenced by experience of books (small world, role play). 	<p>Comprehension:</p> <ul style="list-style-type: none"> - Retell stories in the correct sequence, draw on language patterns of stories. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. - Suggest how an unfamiliar story read aloud to them might end. - Give a simple opinion on a book they have read, when prompted. - Recognise repetition of words or phrases in a short passage of text. - Play influenced by experience of books - Innovate a well-known story with support. 	<p>Comprehension: -</p> <ul style="list-style-type: none"> - Correctly sequence a story or event using pictures and/or captions. - Make simple, plausible suggestions about what will happen next in a book they are reading. - Know the difference between different types of texts (fiction, nonfiction, poetry) - Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. - Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. 	<p>Comprehension:</p> <ul style="list-style-type: none"> - Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. - Recall the main points in text in the correct sequence, using own words and include new vocabulary. - When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. - With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Literacy



Super Sonic Phonic Friends

Phonics



Supersonic Phonic Friends

Word Reading:

- Hear general sound discrimination and be able to orally blend and segment.

Word Reading:

- 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 a few common exception words matched to the school's phonic programme.

Word Reading:

- 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 a few common exception words matched to the school's phonic programme.

Word Reading:

- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Word Reading:

- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Word Reading:

- Read some tricky words from Phase 4 e.g. said, like, have, so.
- Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

The Basics 1/2

- Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.
- Begin to know grapheme phoneme correspondence of 19 letters.

The Basics 2

- Know grapheme phoneme correspondence of 19 letters.
- Blend with known letters for reading VC and CVC words.
- Orally segment for VC and CVC words for spelling
- Know tricky words – I, is, the, to, go, no, has, his, as, of, into.

The Basics 3

- Consolidate skills as in Autumn 2.
- Know the grapheme - phoneme correspondence for j, v, w, x, z, zz, qu.
- Know the 4 consonant digraphs – sh, th, ch, ng
- Know tricky words – her, was, you, he, she, me, we, be, they, my, by.
- Blend and segment known sounds for reading and spelling VC, CVC, CVCC

The Basics 3



- Consolidate Basics 2 skills.
- Begin Phase 3 skills –
- Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi
- Know trigraph igh, ure, ear, air.
- Know tricky words – are, all, some, come, so, do, little, out.
- Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.


The Basics 3/4

- Consolidate Basics 2 and 3 skills.
- Know trigraphs ear, ure, air
- Know vowel digraph er
- Read tricky words – were, what, like, have, there, here, said, one, house, when, out.
- Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.
- Write more graphemes from memory and write a simple sentence using phonic knowledge.

The Basics 4

- Consolidate Basics 3 skills.
- Read CVCC words.
- Read polysyllabic words.
- Read CCVC words.
- Read CCVCC words.
- Read tricky words – your, love, school, then, them, that, this.
- Represent each of 42 phonemes by a grapheme and blend phonemes to read segment words for spelling.
- Write longer sentences using phonic knowledge, write digraphs and trigraphs.

<p>Pre-Reception Phonics</p>  <p>Supersonic Phonic Friends</p>	N/A		<p>Firm Foundations</p> <p>Aspect 1- Environment sounds Aspect 2 - instrumental sounds</p> <ul style="list-style-type: none"> - Tuning into sounds (auditory discrimination) - Listening and remembering sounds (auditory memory and sequencing) - Talking about sounds (developing language and vocabulary comprehension) 	<p>Firm Foundations</p> <p>Aspect 3 - Body Percussion Aspect 4 – Rhythm and Rhyme</p> <ul style="list-style-type: none"> - Tuning into sounds (auditory discrimination) - Listening and remembering sounds (auditory memory and sequencing) - Talking about sounds (developing language and vocabulary comprehension) 	<p>Firm Foundations</p> <p>Aspects 5 – Alliteration Aspect 6 – Voice Sounds</p> <ul style="list-style-type: none"> - Tuning into sounds (auditory discrimination) - Listening and remembering sounds (auditory memory and sequencing) - Talking about sounds (developing language and vocabulary comprehension) 	<p>Firm Foundations</p> <p>Aspect 7 – Oral Blending and Segmenting</p> <ul style="list-style-type: none"> - Tuning into sounds (auditory discrimination) - Listening and remembering sounds (auditory memory and sequencing) - Talking about sounds (developing language and vocabulary comprehension)
<p>Literacy</p>  <p>Drawing Club</p> <p>Supersonic Phonic Friends</p> <p>Squiggle Whilst You Wiggle</p>	<p>Emergent writing: -</p> <ul style="list-style-type: none"> - Develop listening and speaking skills in a range of contexts. - Aware that writing communicates meaning. - Give meaning to marks they make. - Understand that thoughts can be written down. - Write their name copying it from a name card or try to write it from memory. <p>Composition:</p> <ul style="list-style-type: none"> - Use talk to organise describe events and experiences. <p>Spelling:</p> <ul style="list-style-type: none"> - Orally segment sounds in simple words. - Write their name copying it from a name card or try to write it from memory. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> - Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. - Makes make marks and drawings using increasing control. - Know there is a sound/symbol relationship. - Use some recognisable letters and own symbols. - Write letters and strings, sometimes in clusters like words. <p>Composition:</p> <ul style="list-style-type: none"> - Use talk to link ideas, clarify thinking and feelings. - Understands that thoughts and stories can be written down. <p>Spelling:</p> <ul style="list-style-type: none"> - Orally spell VC and CVC words by identifying the sounds. - Write own name. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> - Use appropriate letters for initial sounds. <p>Composition:</p> <ul style="list-style-type: none"> - Orally compose a sentence and hold it in memory before attempting to write it. <p>Spelling:</p> <ul style="list-style-type: none"> - Spell to write VC and CVC words independently using Phase 2 graphemes. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> - Build words using letter sounds in writing. <p>Composition:</p> <ul style="list-style-type: none"> - Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. <p>Spelling:</p> <ul style="list-style-type: none"> - Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. - Spell some irregular common (tricky) words e.g. the, to, no, go independently. 	<p>Emergent writing: -</p> <ul style="list-style-type: none"> - Continue to build on knowledge of letter sounds to build words in writing. - Use writing in play. - Use familiar words in their writing. <p>Composition:</p> <ul style="list-style-type: none"> - Write a simple sentence with a full stop. <p>Spelling:</p> <ul style="list-style-type: none"> - Spell words by drawing on knowledge of known grapheme correspondences. - Make phonetically plausible attempts when writing more complex unknown words. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> - Show awareness of the different audience for writing. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop <p>Composition:</p> <ul style="list-style-type: none"> - Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. - Write different text forms for different purposes (e.g. lists, stories, instructions). - Begin to discuss features of their own writing e.g. what kind of story have they written. <p>Spelling:</p> <ul style="list-style-type: none"> - Spell words by drawing on knowledge of known grapheme correspondences. - Make phonetically plausible attempts when writing more complex

Helicopter Story Writing Development	Handwriting: <ul style="list-style-type: none"> - Know that print carries meaning and in English, is read from left to right and top to bottom. - Draws lines and circles. 	Handwriting: <ul style="list-style-type: none"> - Form letters from their name correctly. - Recognise that after a word there is a space. 	Handwriting: <ul style="list-style-type: none"> - Shows a dominant hand. - Write from left to right and top to bottom. - Begin to form recognisable letters. 	Handwriting: <ul style="list-style-type: none"> - Holds a pencil effectively to form recognisable letters. - Know how to form clear ascenders and descenders. 	Handwriting: <ul style="list-style-type: none"> - Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. 	unknown words e.g. using Phase 4 CCVCC - Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: <ul style="list-style-type: none"> - Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	<i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</i>					
	<ul style="list-style-type: none"> - Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story. 	<ul style="list-style-type: none"> - Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. - Re-reading and scanning and checking writing. - Child begins to write the initial sound of a word and the adult continues to write the other parts of the story. 	<ul style="list-style-type: none"> - Child knows groups of letters make up a word and a group of words make sentences. - Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story. 	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	<ul style="list-style-type: none"> - Child takes the pen more and more, until eventually they are writing complete phrases. - May still need a phonics mat to support. 	<ul style="list-style-type: none"> - Child confident to write a simple short story. - May still need a phonics mat to support.
Mathematics  White Rose Maths (Measure, Shape and Spatial Thinking ONLY)	Just like me: <ul style="list-style-type: none"> - Compare size, mass and capacity - Explore pattern Fluency facts – Big maths Learn its – Step 1	It's me 123: <ul style="list-style-type: none"> - Circles and triangles Light and Dark: <ul style="list-style-type: none"> - Shapes with 4 sides Fluency facts – Big Maths Learn its – Step 1	Alive in 5: <ul style="list-style-type: none"> - Compare Mass (2) - Comparing Capacity (2) Fluency facts – Big Maths Learn its – Step 1&2	Growing 6, 7, 8: <ul style="list-style-type: none"> - Length and Height - Time Building 9 and 10: <ul style="list-style-type: none"> - 3D shape - Pattern (2) Fluency facts – Big Maths Learn its – Step 1&2	To 20 and beyond: <ul style="list-style-type: none"> - Spatial Reasoning (1) - Match, Rotate, Manipulate First, Then, Now: <ul style="list-style-type: none"> - Spatial Reasoning (2) - Compose and Decompose Fluency facts – Big Maths Learn its – Step 1, 2 & 3	Find My pattern: <ul style="list-style-type: none"> - Spatial Reasoning (3) - Visualise and Build On The Move: <ul style="list-style-type: none"> - Spatial Reasoning (4) - Mapping Fluency facts – Big Maths Learn its – Step 1, 2 & 3

Ongoing throughout the year

Link the number symbol with its cardinal number value.

Count beyond ten. Compare numbers

Understand the 'one more/one less than' relationship between consecutive numbers.

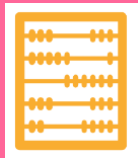
Compare length, weight, and capacity.

Select, rotate, and manipulate shapes to develop spatial reasoning skills.


Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy, and create repeating patterns.

NCETM
Mastering
Number



Week 1-5	Week 6 -10	Week 11 -15	Week 16 -20	Week 21 - 25	Week 26 - 31
<p>Subitising:</p> <ul style="list-style-type: none"> - perceptually subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, Ordinality and counting:</p> <ul style="list-style-type: none"> - relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting - have opportunities to develop an understanding that anything can be counted, including actions and sounds 	<p>Subitising:</p> <ul style="list-style-type: none"> - continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, Ordinality and counting:</p> <ul style="list-style-type: none"> - continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise numerals, relating these to quantities they can subitise and count. 	<p>Subitising:</p> <ul style="list-style-type: none"> - increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and '1 more' - continue to match arrangements to finger patterns. <p>Cardinality, Ordinality and counting:</p> <ul style="list-style-type: none"> - continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 - order numbers, linking cardinal and ordinal representations of number. 	<p>Subitising:</p> <ul style="list-style-type: none"> - explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. <p>Cardinality, Ordinality and counting:</p> <ul style="list-style-type: none"> - continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20. 	<p>Subitising:</p> <ul style="list-style-type: none"> - continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number - subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 - be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, Ordinality and counting:</p> <ul style="list-style-type: none"> - continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and accuracy in both verbal and object counting. 	<p>Children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

	<ul style="list-style-type: none"> - explore a range of strategies which support accurate counting. <p>Composition:</p> <ul style="list-style-type: none"> - see that all numbers can be made of 1s - compose their own collections within 4. <p>Comparison:</p> <ul style="list-style-type: none"> - understand that sets can be compared according to a range of attributes, including by their numerosity - use the language of comparison, including 'more than' and 'fewer than' - compare sets 'just by looking' 	<p>Composition:</p> <ul style="list-style-type: none"> - explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot - explore the composition of numbers within 5. <p>Comparison:</p> <ul style="list-style-type: none"> - compare sets using a variety of strategies, including 'just by looking', by subitising and by matching - compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<p>Composition:</p> <ul style="list-style-type: none"> - continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns - begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison:</p> <ul style="list-style-type: none"> - continue to compare sets using the language of comparison, and play games which involve comparing sets - continue to compare sets by matching, identifying when sets are equal - explore ways of making unequal sets equal. 	<p>Composition:</p> <ul style="list-style-type: none"> - explore the composition of odd and even numbers, looking at the 'shape' of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10. <p>Comparison:</p> <ul style="list-style-type: none"> - compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<p>Composition:</p> <ul style="list-style-type: none"> - explore the composition of 10. <p>Comparison:</p> <ul style="list-style-type: none"> - order sets of objects, linking this to their understanding of the ordinal number system. 	
<p>Pre-Reception (Nursery Maths)</p> 	N/A		Number 1 Weight Number 2 Number 3 Length and Height Number 4		Number 5 One more/One less Shapes My Day Capacity Positional Language	

Understanding the World



Church

Chronology:

- **Talk about members of their immediate family and the relationship to them.**
- **Name and describe people who are familiar to them.**
- Talk about and understand changes in their own lifetime, by creating a personal timeline.

Monarchy Conflict

Chronology:

- use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Enquiry:

- Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.
- **Comment on images of familiar situations in the past.**

Chronology:

- Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

Enquiry:

- Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

Chronology:

- use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Enquiry:

- Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.
- **Comment on images of familiar situations in the past.**
- Describe features of objects, people, places at different times and make comparisons.
- Talk about what is the same and different.

Settlements

Chronology:

- Recount an event, orally, pictorial and/or with captions.

Enquiry:

- Talk about key roles people have in society both in the present and past.

Settlements

Chronology:

- Order experiences in relation to themselves and others, including stories.

Enquiry:

- **Comment on images of familiar situations in the past.**
- Describe features of objects, people, places at different times and make comparisons.
- Talk about what is the same and different.

Begin to develop a sense of **continuity and change** by being able **to compare and contrast characters from stories throughout the year, including figures from the past.** Using Little People, Big Dreams books.

Respect:

- Themselves, special things in their own lives.

Respect:

- **Recognise that people have different beliefs and celebrate special times in different ways.**
- **Recognise some similarities and differences between life in this country and life in other countries.**

Respect:

- Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Respect:

- Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Respect:

- **Understand that some places are special to members of their community.**

Respect:

- Animals and know how to care for an animal/pets

Mapping:

- Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.

Enquiry:

- Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop.
- Use photos and pictures to locate places and place on a simple map.
- Find out about their local area by talking to people, examining photographs, and visiting local places.

Mapping:

- Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

Enquiry:

- comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre

Mapping:

- Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.

Enquiry:

- Use technology and IT equipment to make observations or find information about different locations and places.

Mapping:

- Complete a simple BeeBot program using a grid map or carpet squares.
- Identify on a map - **Recognise some environments that are different to the one in which they live e.g., Antarctica.**

Enquiry:

- Recognise, know, and describe features of different places. Look closely at similarities and differences.

Mapping:

- **Draw information from a simple map** and identify landmarks of our local area walk.

Enquiry:

- Understand the key features of the life cycle of a plant or animal.

Mapping:

- Create own maps using grid paper and symbols (x marks the spot treasure maps)

Enquiry:

- Recognise, know, and describe features of different places.
- Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

Communication: Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**

Observation: **Explore the natural world around them** by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design



Refer to Art and Design progression map to facilitate progression through child led interests.

Portrait skills

Artist study – Van Gogh/Picasso (Drawing – self portraits)

Nursery Rhyme Bag Set 1

Develop storylines in their pretend play.

Printing skills

Artist Study – Lynn Flavell (printing)

Nursery Rhyme Bag Set 2

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Painting skills

Artist study – Piet Mondrian, Kandinsky/Mondrian

Nursery Rhyme Bag Set 3

Music:
Tutor taught sessions

Watch and talk about dance and performance art, expressing their feelings and responses.

Textiles skills

Artist Study – African inspired textiles - weaving etc

Nursery Rhyme Bag Set 4

Music:
Tutor taught sessions

Listen attentively, move to, and talk about music, expressing their feelings and responses.

Collage Skills

Artist Study – Eric Carl

Nursery Rhyme Bag Set 5

Music:
Tutor taught sessions

Create collaboratively sharing ideas, resources, and skills.

3D Sculpture Skills

Artist Study – Andy Goldsworthy (forest Schools)

Music:
Tutor taught sessions

Sing in a group or on their own, increasingly matching the pitch and following the melody.

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

Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.