



*Fairway Primary
School*

Reception Long Term Planning

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≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

RECEPTION CURRICULUM	
CHARACTERISTICS OF EFFECTIVE LEARNING	In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
OVER ARCHING PRINCIPLES	Four guiding principles should shape practice in early years settings. These are: • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).
COMMUNICATION AND LANGUAGE	EYFS Statutory Educational Programme: 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, storytelling 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.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	EYFS Statutory Educational Programme: 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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
PHYSICAL DEVELOPMENT	EYFS Statutory Educational Programme: 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.
LITERACY	EYFS Statutory Educational Programme: 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).

MATHEMATICS	EYFS Statutory Educational Programme: 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.
UNDERSTANDING THE WORLD	EYFS Statutory Educational Programme: 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.
EXPRESSIVE ARTS AND DESIGN	EYFS Statutory Educational Programme: 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	IDENTITY		TELL ME A STORY...		OUR UNIVERSE	
	MARVELLOUS ME	DARK DAYS AND COSY NIGHTS	ANTARCTICA	TWISTED TALES	WINGS & LIVING THINGS	AMAZING ADVENTURES EXOTIC ANIMALS & GOLDEN SANDS
PRIME TEXTS	Super Duper You by Sophy Henn Pete the Cat Rocking his School Shoes by Eric Litwin The Colour Monster Goes to School by Anna Llenas Once there were Giants by Martin Wadell Me on a map	What's in the Witches Kitchen by Nick Sharatt Hedgehogs don't live in the city by Lucy Reynolds & Jenna Herman Owl Babies by Martin Waddell Night Monkey Day Monkey by Julia Donaldson Father Christmas comes up Trumps by Nicholas Allen	Lost and Found by Oliver Jeffers Penguin by Polly Dunbar Where on Earth? Antarctica Book Life Publishing	Mr Wolf's Pancakes by Jan Fearnly Beanstalk Stinks by Eric Braun Little Red and the very hungry lion by Alex T Smith Goldilocks and just the one bear by Leigh Hodgkinson The Ghanaian Goldilocks by Dr Tamara Pizzoli My mum by Anthony Browne	A duck called Brian by Al Murphy Ducks National Geographic Bee and Me by Alison Grey The Beeman by Laurie Krebs	The night Pirates by Peter Harris Captain Yellowbelly by Preston Rutt Pirate Pete by Nick Sharatt Under the Sea by Eric Carle Mr Seahorse by Eric Carle My Dad by Anthony Browne DK find out pirates
COMMUNICATION & LANGUAGE	Opportunities to develop Listening, attention and understanding: - Begin to use some active listening skills - Join in with appropriate group activities - Understand a question or instruction that has two parts - Engage in story time - Listen to and join in with rhymes, poems and songs Opportunities to develop Speaking: - Speak in simple sentences to communicate my needs - Use vocabulary which focusses on my interests - Begin to use new vocabulary linked to new learning - Develop social phrases e.g. How are you? Would you like?	Opportunities to develop Listening, attention and understanding: - Begin to use some active listening skills - Follow simple instructions well and ask questions when the instructions are not understood - Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Opportunities to develop Speaking: - Use new vocabulary linked to new learning in different contexts - Offer my ideas in small group contexts. - Begin to articulate my thoughts and ideas in well-formed sentences - Connect one idea or actions using a range of connectives (because, but), sometimes with encouragement. - Answer 'How' and 'why' questions.	Opportunities to develop Listening, attention and understanding: - Use some active listening skills - Listen carefully with increasing attention during whole class inputs - Hold a conversation, listening attentively when engaged in back and forth exchanges with their teachers and peers. - Listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Opportunities to develop Speaking - Use new vocabulary linked to new learning in different contexts - Ask questions when I don't know what a word means. - I can conduct a simple back and forth conversation, paying attention to peer/ adult and responding appropriately.	Opportunities to develop Listening, attention and understanding: - Use active listening skills - Listen carefully to and learn rhymes, poems and songs Opportunities to develop Speaking - Offer explanations that demonstrate my understanding on a topic/ story. - I can ask questions to find out more and to check that I understand what has been said in a variety of contexts. - Articulate my thoughts and ideas in well-formed sentences - Develop and use social phrases with confidence - Retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.	Opportunities to develop Listening, attention and understanding: - Use active listening skills - Understand humour more readily - Listen to and talk about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary - Describe events in some detail. Understanding that it is important to get things in the right order, using sequencing words. Opportunities to develop Speaking - Use talk to help work out problems and organise my thinking and activities, - Use talk to explain how things work and why they might happen. - Articulate my thoughts and ideas into well-formed sentences. - Use recently modelled language independently, across everyday contexts and all areas of learning. - Use non-fiction books, to extend my knowledge of the world and illustrate a current topic.	<u>Listening, Attention and Understanding</u> - ELG. - 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. <u>Speaking- ELG.</u> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Opportunities to develop Self-regulation: - Identify and name some common feelings in themselves and others: surprised, excited, frustrated, upset, cross, lonely, worried. - Seek help through finding an adult - Recognise when a peer is upset - Talk with others to solve conflicts - Understand what is special about me and special to me - Understand how it feels to belong and that we are similar and different Opportunities to develop Managing self: - Use the toilet independently, including washing and drying my hands - Know why it is important that we wash our hands - Put on a fasten my own coat independently - Follow a simple instruction as part of a group - Try new activities independently, with an adult or with peers - Identify something that I am good at - Know and begin to talk about the different factors that support my overall health and well-being: tooth brushing, daily exercise and healthy eating - To know and talk about the PANTS rules Opportunities to develop building relationships: - Build constructive and respectful; relationships with staff and peers. - Identify my 5 trusted adults - Take turns with support from an adult or with the systems in place e.g. sand timers. - Describe myself in positive terms and talk about abilities. - Understand that being different makes us special	Opportunities to develop Self-regulation - Explain to an adult what has happened when they are upset - Show resilience and perseverance when something is challenging Opportunities to develop Managing self: - Put on shoes and wellies independently - Follow the class rules - Complete new activities with increasing independence - Understand the importance of sleep and sleep routines - To know and talk about the PANTS rules Opportunities to develop building relationships: - Join in with a group of children who are playing - Form closer friendships and seek them out to initiate play - Speak to peers within a game or activity - Take turns with little adult support	Opportunities to develop Self-regulation - Identify and moderate own feelings - Recognise different feelings in others Opportunities to develop Managing self: - Put on my outdoor learning clothes with increasing independence - Talk about my work and play, and show perseverance - Wait with increased patience. - Understand that it is ok to make mistakes- this is an important part of learning. - To know and talk about the PANTS rules Opportunities to develop building relationships: - Make some closer friendships and seek out these friends to initiate play. - I can show kindness towards others by helping, listening and supporting them. - I can join in with a group of children who are playing and listen to their viewpoints and suggestions.	Opportunities to develop Self-regulation - Explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary. - Link events with feelings and discuss them - Moderate my own feelings - Understand how my actions affect other people Opportunities to develop Managing self: - Complete short activities/ tasks independently. - Take turns in conversation, listen to others views. - Know and talk about the different factors that support my overall health and well-being; physical activity, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian - Talk about the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked. - Discuss healthy food choices - To know and talk about the PANTS rules Opportunities to develop building relationships: - See myself as a valuable individual - Begin to solve small conflicts without adult support by speaking to my peers	Opportunities to develop Self-regulation - Understand that discussion of our thoughts is really important and I'm beginning to learn that my friends might not always want to play what I want but that's ok. Opportunities to develop Managing self: - Understand the impact of my words on those around me - To know and talk about the PANTS rules Opportunities to develop building relationships: - Continue to build constructive and respectful relationships - Begin to solve small conflicts without adult support by speaking to my peers - Hold a two-way conversation listening to my peer' ideas and responding appropriately	<u>Self-Regulation - ELG.</u> - 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. <u>Managing Self - ELG.</u> - 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. <u>Building Relationships - ELG.</u> - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers.
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PHYSICAL DEVELOPMENT:	Opportunities to develop Fine motor skills: • Use a spoon or fork to eat independently • Develop my small motor skills so that I can use a wide range of tools competently, safely and confidently • Forms pre-writing shapes • Attempt to write my first name • Developed a dominant hand • Cut straight lines with scissors/snippers • Draw circles, horizontal/vertical lines Opportunities to develop Gross motor skills: • Run and begin to travel and move with more speed, developing control and grace • Stop or attempt to avoid obstacles when running • Use my core muscle strength to achieve a good posture when sitting a table or on the floor • Balance, carry, jump, aim, throw and catch using equipment such as bean bags • Begin to use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Opportunities to develop Fine motor skills: • Use a spoon or fork to eat with increased control and independence • Continue to Develop my small motor skills so that I can use a wide range of tools competently, safely and confidently • Write my first name • Begin to form recognisable letters • Use an effective, comfortable pencil grip • Use scissors to cut out a simple shape independently • Draw simple pictures which can be recognised by myself and others Opportunities to develop Gross motor skills: • Explore and develop confidence in different ways of moving e.g. slithering, rolling, skipping, hopping and sliding • Travel and balance on different points of my body with more control • Complete different types of rolls e.g. egg roll, rock and roll	Opportunities to develop Fine motor skills: • I can use scissors to cut out a shape independently. • Use a wide range of small tools competently, safely and confidently • Use an effective, comfortable pencil grip • Attempt to form most letters correctly • Begin to position letters on the line Opportunities to develop Gross motor skills: • Use physical skills like lifting, carrying, pushing, pulling, constructing, stacking, and climbing. • Quickly change speed and direction. • Balance, carry, jump, aim, throw and catch using quoits and hoops • Combine different movements with ease and fluency (dance) • Use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Opportunities to develop Fine motor skills: • Hold a pencil using a comfortable grip for me in preparation for fluent writing • Attempt to form all letters correctly. • Write my first and last name. • Continue to use a wide range small tools competently, safely and confidently Opportunities to develop Gross motor skills: • Balance, carry, jump, aim, throw and catch using bats, balls and ropes • Travel safely in a variety of ways and with control on different body parts, showing awareness of differing speeds and levels • Move safely between floor and apparatus work.	Opportunities to develop Fine motor skills: • Continue to attempt to form all letters correctly Opportunities to develop Gross motor skills: • Confidently and safely use a range of small and large apparatus inside and outside, alone and in a group. • Run fast and stop on request	<u>Fine Motor - ELG.</u> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <u>Gross Motor - ELG.</u> • 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.
Drawing Club	The 3M's Making Conversation: Talking confidently Using new vocabulary Listening and sharing ideas Having conversation – back and forth Collaborating Respecting and helping one another Mark Making: Writing at the cusp of confidence Reading with interest Developing phonic knowledge Discovering the art of messaging Increasing fine motor control with purpose Mathematics: Drawing is full of mathematical opportunities – counting, comparing, adding, taking away, dividing, numeral writing and recognition Building confidence through purpose					

Literacy	Opportunities to develop Reading comprehension skills - Retell a simple stories and narratives using my own words and some recently introduced vocabulary - Name the characters from a familiar story - Join in with the repeated refrain from a familiar story - Answer 'why' questions Opportunities to develop Word reading skills: - Identify an object when given the initial sound - Say the initial sound in a given word - Clap the syllables in a word - Orally segment and blend - Begin to read taught individual letters by saying the sound Opportunities to develop Writing skills - Oral rehearse what I want to write - Sit correctly with good posture when seated at a table to write - Use an effective, comfortable pencil grip - Use and write common capital letter for my name - Write my name correctly - Create marks to communicate meaning for an increasingly wide range of purposes e.g lists, cards, tickets, invitations etc - Begin to write the initial sound for words beginning with already taught sounds	Opportunities to develop Reading comprehension skills - Use the correct vocabulary when talking about fictional texts, e.g. character, setting, beginning, end - Sequence three or more events from a story - Provide simple reasons for actions and events e.g. he took the food because he was hungry - Show an interest in non-fiction books Opportunities to develop Word reading skills: - Say a sound for all level 1+ graphemes - Read level 1+ letter groups and know that they represent one sound e.g. ll, ss, ff - Read some helpful words matched to Floppy's Phonics scheme Opportunities to develop Writing skills - Oral rehearse what I want to write - Use an effective, comfortable pencil grip - Write common capital letters e.g. 'I' 'T' as in To (card writing) - Attempt to form level 1+ letters correctly and the corresponding capital letters - Write simple common words containing taught sounds e.g. sat, mum, pin, I - With support, orally, construct a simple caption and begin to write it using phonic knowledge	Opportunities to develop Reading comprehension skills - Use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play - Begin to understand that information can be retrieved from books Opportunities to develop Word reading skills: - Read simple phrases and sentences made up of words with known letter-sound correspondences and when necessary a few helpful words (segmenting and blending or by sight) - Read some Level 2 helpful words matched to Floppy's Phonics scheme Opportunities to develop Writing skills - Continue to work on forming taught lower-case letters correctly and the corresponding capital letters - Begin to include spaces between words - Orally rehearse caption or sentence before writing - Write labels, captions and a simple caption/sentence with increasing independence using my phonic knowledge	Opportunities to develop Reading comprehension skills - Understand story 'middles' e.g. problem and solution - Compare key features in similar texts - Relate some stories to my own experiences Opportunities to develop Word reading skills - Say a sound for all level 2 graphemes - Read level 1+ and some level 2 helpful words - I can read sentences (segmenting and blending or by sight) to build up my confidence in word reading, my fluency, my understanding and enjoyment Opportunities to develop Writing skills - - Write using my increasing knowledge of letters and sounds - Orally rehearse caption or sentence before writing - Position most letters correctly on a line - Form capital letters correctly - Re-read what I have written to check that it makes sense - Beginning to include spaces between my words and a full stop to end my sentence	Opportunities to develop Reading comprehension skills - Use the terms 'author', 'illustrator', 'blurb', 'contents page' and 'index' - Know that information can be retrieved from books - Recount simple stories, looking for patterns and be able to ask questions about what happened before - Make Predictions and understand that non-fiction texts provide information Opportunities to develop Word reading skills - Say a sound for all level 3 graphemes - Read level 3 helpful words - I can read sentences (segmenting and blending or by sight) to build up my confidence in word reading, my fluency, my understanding and enjoyment Opportunities to develop Writing skills - - Begin to independently use simple punctuation in a sentence: capital letter/full stop - Orally rehearse caption or sentence before writing - Re-read what I have written to make sure it makes sense - Write recognisable letters (lower and upper case) most of which are formed correctly	<u>Comprehension- ELG.</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <u>Word Reading – ELG.</u> 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 <u>Writing ELG</u> 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 phases and sentences that can be read by others.
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DAILY MATHS OPPORTUNITIES	At Fairway a variety of these activities are part of our daily practice: Self-registration – Introduction to using 5 frames (moving onto 10s frames). Children place their photograph (moving onto their name on a counter) onto a 5 frame in order to recognise patterns e.g. one full 5, 3 filled spaces etc Counting songs/rhymes orally– e.g. 1, 2, 3, 45, fish alive Snack time – sorting, classifying, shape Voting for a story at the end of the day – Children have a choice between two books that they want to listen to at the end of the day. They vote by placing a named counter onto a 5 / 10 frame and then as a class we discuss the results using the key questions – what do you see? How do you see it? Which book has more votes? Which book has fewer votes? Calendar One month is displayed at a time. Every day we look at the day using language such as today, yesterday, tomorrow. Photographs of the children are placed on their birthday date to enable us to see how many sleeps until and to see how many days left... also key events in their lives can also be recorded on the calendar. Sequencing the day – we use widget symbols to timetable our day Tidy up time – We ensure resources are clearly labelled with photographs and words to enable children to sort and classifying different items. Subitising Recognising different amounts by saying what do you see/notice? How do you see it? E.g. I can see 3 spots QU: How do you see the 3 spots? I can see a 2 and a 1 or I can see 1 and 1 and another 1 Spatial Reasoning Skills: In PE lessons. Outdoor play Properties of shape - construction area, touching things, exploring things, building things, choosing things, comparing things, categorising things (properties of shape and explaining these properties)					
MATHS TEXTS	Stories to explore noticing and number composition The Button Box by Margarette Reid Anno’ counting book by Mitsumasa Anno Pete the cat and his four groovy buttons by Eric Litwin A handful of buttons by Carmen Parets Luque Story to explore pattern, same and different Simon Sock by Sue Hendra and Paul Linnet	Stories to explore noticing: How Many? A different kind of counting book Stories to explore shape: The Perfect Fit by Naomi and James Jones Which one doesn’t belong? Playing with shapes Circle by Mac Barnett Story to explore spatial awareness Rosie’s Walk	Text to explore noticing Junk DNA Calire Thompson Stories to explore sharing, equal and unequal The doorbell rang by Pat Hutchins Equal Shmequal (Charlesbridge maths adventure) Stories which explore shape: One more try by Naomi Jones Story to explore spatial reasoning and map work Me on the map by Joan Sweeney Story to explore composition of number 365 penguins by Jean-Luc Fromental	Stories/rhymes which promote patterns/repetitive language: Goldilocks and The Three Bears Little Red Riding Hood Jack and the beanstalk Text to explore noticing Junk DNA Claire Thompson	Stories to explore number composition Centipedes 100 shoes by Tony Ross How many legs? By Kes Grey How big is a million? Usborne books Ten by Oliver Martindale The Great Pet Sale Mick Inkpen	Story to explore number composition One is a snail 10 is a crab by April Pulley Sayre Story to explore spatial reasoning and map work Me on the map by Joan Sweeney
	Opportunities to develop Number skills: Reciting number names in order (not subitising) - Join in with reciting numbers to 10 and beyond forwards and backwards - Join in with forward and backward number rhymes/songs - Counting things that can be heard- coins being dropped in a tin, taps of a tambourine					

MATHS	Opportunities to develop numerical pattern/Number skills: • Notice and describe more than one difference or similarity and group objects accordingly. • Notice when quantities become more and less • Use perceptual subitising to explore part/whole 'move it to prove it' 1-3 • Conceptually subitise quantities up to 4 • Recognise a full 5 (on a 5 frame) • Begin to conceptually subitise on a 5 frame, number bonds to 5 (link to addition and subtraction) • Be aware of number labels to label amounts (linked to our self-registration 10 frames) • Represent 1-5 using fingers, drawings, on a 5 frame and with objects • Understand where things are in the class inside and outside • Follow instructions	Opportunities to develop numerical pattern/Number skills • Compare lengths and use comparative language 'more/taller/heavier/less full than' • 'less/shorter/lighter/more full than 'equal to' • Use increasing expert language to name and sort properties to create collections and sets • Copy and create a repeating pattern • Using comparative language for night and day • Explores links between 1 more and 1 less • Recognise a full 5 on a 5 frame • Recognise a full 10 on 10 frame • Use perceptual subitising to explore part/whole 'move it to prove it' 1-5 • conceptually subitise on a 5 frame, number bonds to 5 (link to addition and subtraction) • Use subitising to solve meaningful problems • Begin to recognise number labels • Use concept images to make comparisons using number labels • Match number symbols to quantities in purposeful contexts • Compare, sort and match shapes linked to everyday objects • Create patterns linked to Diwali and Christmas	Opportunities to develop Number skills: • Explore creating groups of more than two • Explore dividing into more than two groups. • Explore how quantities are distributed equally (sharing) noticing when quantities are and are unequal • Compare the height of two items using the comparative language of 'taller than..' and 'shorter than...' • Explores links between 1 more and 1 less • Perceptual and conceptual subitising within 10 and beyond • Recognise how many fewer than 10 and amount is (using a 10 frame) • Recognise a full 10 and how many of the next 10 • Conceptually subitise number bonds to 5 using subitising skills on a 5 frame ((link to addition and subtraction) • Notice doubles through subitising • Explore halving • Begin to use a number track for counting • Count on and back using a number track • Match the number symbol to the correct amount	Opportunities to develop Number skills: • Explore creating groups of more than two • Explore dividing into more than two groups. • Perceptual and conceptual subitising within 10 and beyond • Say all of the number bonds within 5 • Conceptually subitise number bonds within 10 using images on a 10 frame • Noting odd and even numbers using subitising skills on a 10 frame • Notice doubles through subitising • Use a number track for counting forwards and backwards (link to addition and subtraction) • Match the number symbol to the correct amount • Explore properties of everyday shapes • Sort everyday shapes based on their properties	Opportunities to develop Number skills • Perceptual and conceptual subitising within 10 and beyond • Say all of the number bonds within 5 • Conceptually subitise number bonds within 10 using images on a 10 frame • Noting odd and even numbers using subitising skills on a 10 frame • Notice doubles through subitising • Use a number track for counting forwards and backwards (link to addition and subtraction) • Match the number symbol to the correct amount	<u>Number ELG</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns ELG</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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UNDERSTANDING THE WORLD	Opportunities to develop knowledge and understanding of Past and Present (chronology): - Discuss who is in my family, showing an awareness of my extended family and show some sense of my own history. - Compare the time when I was a baby to now and think about what job I might have when I grow up - Begin to talk about past and present events in my own life and the lives of family members - Comment on images of familiar situations in the past. - Begin to be aware of the months of the year - Explore our monthly calendar - Know different things that happen on different days of the week.	Opportunities to develop knowledge and understanding of Past and Present (chronology): - Begin to understand that there are four seasons in one year - Begin to name the months of the year - Talk about what I see outside using a wide vocabulary (including how Autumn changes to Winter)	Opportunities to develop knowledge and understanding of Past and Present (chronology): - Talk about what I see outside using a wide vocabulary (including how Winter changes to Spring) - Know that Ernest Shackleton was an explorer - Compare explorers past and present - Know how transport has changed over time (linked to exploring Antarctica)	Opportunities to develop knowledge and understanding of Past and Present (chronology): - Talk about what I see outside using a wide vocabulary describe the changes that are happening - Continue to use the names of the months of the year	Opportunities to develop knowledge and understanding of Past and Present (chronology): - Talk about what I see outside using a wide vocabulary (including how Spring changes to Summer) - Describe and make observations of plants and animals (both from photos and real-life experiences – link to duck and bee experiences) - Talk about changes over time (link to hatching of ducks)	Past and Present ELG - Talk about the lives of people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books in class and storytelling
	Opportunities to develop knowledge and understanding of People, Culture and Communities: - Notice similarities and differences between people, reflecting on differences positively. - Know that people may come from a different country from other people and understand that these are different places - Show interests in different occupations	Opportunities to develop knowledge and understanding of People, Culture and Communities: - Describe what I can hear and feel outside - Describe and make observations of plants and animals (both from photos and real life) – link to nocturnal animals <u>Which times are special and why?</u> - Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. - Question and use different sources to find answers including books.	Opportunities to develop knowledge and understanding of People, Culture and Communities: - Describe another environment – link to Antarctica - Compare Stockport to Antarctica <u>Which times are special and why?</u> - I can talk about how different people celebrate different things (link to Easter, Ramadan, Holi)	Opportunities to develop knowledge and understanding of People, Culture and Communities: - Describe another environment – link to the countryside - Compare Stockport to the countryside - Talk about similarities and differences between life in this country and life in other countries – Ghana/Africa <u>Which people are special and why?</u> - Talk about who is special to me - Talk about who is special to Christians and Sikhs	Opportunities to develop knowledge and understanding of People, Culture and Communities: <u>Where do we belong?</u> - I can ask questions about religious artefacts. - I can talk about my feelings and the feelings of others. - I can explore, observe and find out about objects that matter in Hinduism	People Culture and Communities ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate maps.
	Opportunities to develop knowledge and understanding of the Natural World: - Talk about what I see outside using a wide vocabulary (including how Summer changes to Autumn) - Talk about differences between materials and changes they notice in simple terms.		Opportunities to develop knowledge and understanding of the Natural World: - Describe and make observations of plants and animals (both from photos and real-life experiences) - Describe my own environment - Change materials e.g. water to ice and ice to water - Explore the concept of floating and sinking	Opportunities to develop knowledge and understanding of the Natural World: Describe my own environment	Opportunities to develop knowledge and understanding of the Natural World: Explore life cycles of the honey bee and ducks.	The Natural World ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and their contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

FEATURED ARTISTS	Paul Klee- self portraits	Nick Parks – modelling with clay	Andy Goldsworthy Snowballs melting	African weaving – in the style of African Kente cloth	Matt Willey – The Good of the Hive	Eric Carle
EXPRESSIVE ARTS & DESIGN	Opportunities to create with materials: - Draw people with more accuracy - Use colour for a purpose, - Use a range of tools competently and safely e.g. scissors, different sized paint brushes, hole punch etc - Use blocks/construction toys to build 'small worlds' Opportunities to develop imagination and be expressive: - Respond to music with movement - Request a favourite song/rhyme - Know and join in with some nursery rhymes or favourite songs and poems - Take part in simple, pretend play (often based on familiar experiences)	Opportunities to create with materials: - Name the primary colours - Mix two colours to make the secondary colours - Manipulate materials to have a planned effect Opportunities to develop imagination and be expressive: - Develop storylines in my pretend play - Retell a story (once developed a deep familiarity with the text; some exact repetition and some in my own words - Perform in a performance (Christmas Nativity)	Opportunities to create with materials: - Use items found in the natural world to create art in the style of a famous artist Opportunities to develop imagination and be expressive: - Play cooperatively as part of a group to act out a narrative - Know and can change words in nursery rhymes and favourite songs	Opportunities to create with materials: - Experiment to create different textures - Use larger scale loose parts to create with - Create collaboratively, sharing ideas, resources and skills Opportunities to develop imagination and be expressive: - I can play cooperatively as part of a group to act out a narrative - I can use different materials to support my role play e.g. materials for costumes - I can create more complex narratives in my pretend play, building on the contributions of my peers.	Opportunities to create with materials: - I can use a range of materials to create different textures (linked to creating a background) - I can explain how I created something - I can explain why I chose a particular technique/material - I can return to extend my creative learning Opportunities to develop imagination and be expressive: - I can create more complex narratives in my pretend play, building on the contributions of my peers. - I can engage in music and follow a story map creating a musical accompaniment	<u>Creating with materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being imaginative & Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
MUSIC	I've got a grumpy face (sing up) Shake my sillies out (sing up)	Witch, witch (sing up) Christmas Nativity Celebration music (Kapow) listening & appraising	Music and Movement (Kapow)	Musical Stories (Kapow)	Five Fine Bumblebees (Sing up)	Down there under the sea (Sing up)