



7Reception – EYFS Curriculum Overview 2025-2026

Curriculum Area	Autumn 1 Me and My World	Autumn 2 Let's Celebrate	Spring 1 Special People	Spring 2 Ready Steady Grow!	Summer 1 Oh the Places You'll Go...!	Summer 2 Under the Sea!
General themes/topics	Starting school / getting to know my new class Being me in my world Feelings My family and me What makes me special Being kind and making friends	Diwali Birthdays Bonfire Night Nocturnal animals Nativity Christmas Fireworks Go, Its Diwali, Happy Birthday, Bonfire Night, Remember the 5 th of November, 5 Little Penguins, 12 days of Christmas, Twinkle Twinkle Little Star, Little Jack Horner, Dridal Spin Spin, Hanukkah (bigeyedowel.co.uk) Here we go round the Christmas tree,	Mix a Pancake, Sing a Song of Sixpence, 5 Little Pancakes, Hong Ching-Ting (bigeyedowel.co.uk) Chinese New Year (bigeyedowel.co.uk)	Healthy Eating Growing Life Cycles Plants & Flowers Weather / seasons The great outdoors Minibeasts Caterpillar /frog lifecycle Lent/Easter story	Transport Vehicles in the past How have vehicles changed over time? Space	Seasons Weather Seaside Under the sea Animals around the world
High Quality Texts: A text for Literacy to be used as well as 'old favourites' for daily storytime. Other texts to be used for other areas of the curriculum, e.g. PSED	The Three Little Pigs You Choose Starting School Funny Bones Incredible you Lost and Found Elmer Once there were giants, Little Glow by Katie Sahota, Kipper's Birthday, Spot's Birthday Party Rosie's Walk, The Leaf Man, Pumpkin Soup, The Very Helpful Hedgehog, Goodbye Summer, Hello Autumn, The Body Book by	Stickman/ Chapatti Moon Recipe for Chapattis Stuck Owl Babies Stickman Rama and Sita It was a cold dark night Non-fiction books on seasons/festivals etc Maps – look for the north pole The Jolly Postman Christmas stories/poems	The Queen's Hat Walk through London The Queen's Knickers, The Royal Nappy, The king's Runaway Crown, Martha Maps it Out, Geography KS1: Transport, travel and landmarks of London - BBC Teach Visit London with KeeKee: London Eye Educational Video for Kids - Bing video Big Ben for Kids: Famous World Landmarks for Children - FreeSchool - Bing video Mr Wolf's Pancakes	Oliver's Vegetables Crunchy Food Non-Fiction – Where does my Food Come From? The Hungry Caterpillar Jack and The Beanstalk Bugs Club- Grow a flower-writing outcome instructional writing. Jasper's Beanstalk And then it's Spring Sam plants a sunflower Cress Head (Twinkl) A seed in need Farmer Duck	We Are Going on a Bear Hunt Non Fiction Transport Rosie's Walk Driving my Tractor Mr. Grumpy's Outing The hundred decker bus The journey home from Grandpa's Up Dig, Dig, Digging Duck in the truck Naughty Bus Emma's airplane The Runaway Train The train ride	Billy's Bucket Handa's Surprise Pirates Love Underpants Rainbow fish What the ladybird heard at the seaside. The singing mermaid Dear Zoo Sharing a Shell, Puffin Peter, William Bee's Wonderful World of Things That Go (non-fiction) Little People. Big dreams (Ernest Shackleton) You Choose Your Adventure



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	Hannah Alice. Squash and a squeeze, On the Farm, Farmer Duck, The Little Red Hen, Oi Frog Pumpkin Soup Poem – The Hedgehog song by Lee Motram				Aliens love underpants Whatever next Non-Fiction Diggers Collins: My first book of transport	
Role Play Area	Home corner – ‘sold’ house, boxes, children set up/ Three little pigs house	Home corner with a focus on kitchen including multicultural play foods Santa’s Grotto	Home corner – old fashioned home (home long ago) A Castle	A Garden Centre	Car garage	Seaside
Hook Wow Starter	Seeds and Gardeners	What’s in the box – Birthday items		Caterpillars	Bring your bike to school Bikeability	Fish in school
Enrichment ‘Wow’ Moments	Autumn trail local park Harvest time Read a book day Roald Dahl day	Birthdays Remembrance Day Fireman visit fire safety Guy Fawkes/Bonfire Night Nativity/Christmas Santa Visit Pantomime Christmas Diwali Bollywood	Winter trail Local Park Chinese New Year Online safety Day Valentines Day Shrove Tuesday Princess/Prince visit/tea party invitation Science Week	Spring Trail Local Park Flower show (Make own bouquets/artwork/ plants to showcase) Butterfly Garden Frogspawn Planting seeds Gardening day with parents/friends Lent/Easter St George’s Day World Book Day Hatch chicks	Summer Trail Local Park Airport visit	World music Day
Characteristics of Effective Learning	Playing and exploring		Active learning		Creating and thinking critically	
	Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity		Focus on their activity for a while.		Having their own ideas	



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	<p>Showing particular interests.</p> <p>Pretending objects are things from their Experience. Representing their experiences in play.</p> <p>Taking on a role in their play.</p> <p>Acting out experiences with other people Initiating activities.</p>		<p>Showing high levels of energy, fascination</p> <p>Not easily distracted</p> <p>Paying attention to details</p> <p>Persisting with activity when challenges occur</p> <p>Showing a belief that more effort or a different approach will pay off</p> <p>Bouncing back after difficulties</p> <p>Showing satisfaction in meeting their own goals</p> <p>Being proud of how they accomplished something- not just the end result</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise</p>		<p>Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Finding new ways to do things Making links Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Testing their ideas</p> <p>Developing ideas of grouping, sequences, cause and effect Choosing ways to do things planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well their activities are going</p> <p>Changing strategy as needed</p> <p>Reviewing how well the approach worked</p>	
Assessment Opportunities	<p>Analysis Nursery Assessments</p> <p>Baseline Assessment (NFER)</p> <p>Baseline Assessment (in house.)</p> <p>Half term Phonics Assessment</p> <p>Parent's Evening</p>	<p>Tracker Intervention</p> <p>Pupil Progress Meetings</p> <p>Half term Phonics Assessment</p>	<p>Tracker Interventions</p> <p>On-going assessments (Observations)</p> <p>Half Term Phonics Assessment</p> <p>Parent's Evening</p>	<p>Interventions Tracker</p> <p>Pupil progress meetings</p> <p>Interventions</p> <p>Half Term Phonics Assessment</p>	<p>Interventions Tracker</p> <p>On-going assessments</p> <p>Half Term Phonics Assessment</p>	<p>Interventions Tracker</p> <p>EYFS Profile</p> <p>End of term Reports</p> <p>Half term phonics assessment</p>
Parental Involvement	<p>Phonics Workshop</p> <p>Maths Workshop</p> <p>Assembly</p> <p>Drop in</p> <p>Parents evening</p>	<p>Writing Workshop</p> <p>Nativity</p> <p>Stay and Play</p> <p>Drop in</p>	<p>Parents Evening</p>	<p>Easter stay and play</p> <p>Learning Journey Look</p>	<p>Wow moments</p>	<p>Graduation</p> <p>Wow moments Sports Day</p>



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Area		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
British Values 		Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries
	Picture News used weekly to reinforce British Values in daily life and situations.						
Area		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
PSED (Personal, Social and Emotional Development)  Children develop their personal, social and emotional skills throughout the year through sessions such as, circle times, social stories, Ten Ten Life to the Full,	D M R e c e p t i o n	Self-Regulation <ul style="list-style-type: none"> Children will see themselves as unique by sharing their hobbies and interests. Children will discuss their family likes and dislikes. Managing Self <ul style="list-style-type: none"> Children will know how regular exercise is important for their health. Children will know the importance of personal hygiene especially cleaning our teeth (Dentist visit) 	Self-Regulation <ul style="list-style-type: none"> Children will know how to be helpful by taking on jobs such as serving milk and tidying up specific areas. Managing Self <ul style="list-style-type: none"> Children will know the school rules Ready, Safe, Respectful. Building Relationships <ul style="list-style-type: none"> Children will know how to listen to others with respect. 	Self-Regulation <ul style="list-style-type: none"> Children will know how to make the right choice and the consequences of not doing so. Show resilience and perseverance when faced with challenges using books such as 'The Most Magnificent Thing'. Managing Self <ul style="list-style-type: none"> Children will know what a sensible amount of screen time is and why this is important for their health. Children will know about the importance of a 	Self-Regulation <ul style="list-style-type: none"> Children will know the effects of their behaviour on others Managing Self <ul style="list-style-type: none"> Children will know how healthy eating is important for their health. Building Relationships <ul style="list-style-type: none"> Children will be able to describe what makes a good friend including attributes such as listening and sharing. 	Self-Regulation <ul style="list-style-type: none"> Children will know to manage their feelings when they are feeling upset/angry. Children will know how to learn from their mistakes. Managing Self <ul style="list-style-type: none"> Children will know how to be a safe pedestrian and why this is important. (Road safety) Building Relationships <ul style="list-style-type: none"> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. 	Self-Regulation <ul style="list-style-type: none"> Children will Identify and moderate their own feelings socially and emotionally. Managing Self <ul style="list-style-type: none"> Children will know the importance of exercise. Building Relationships <ul style="list-style-type: none"> Children will know how to resolve a problem by talking it through with a friend or adult.



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diversity stories, etc.	<p>Building Relationships • Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p> <ul style="list-style-type: none"> • Children will make friends through the use of circle time and other play opportunities • Children will know what a sensible amount of screen time is and why this is important for their health. • Children will know about the importance of a good sleep routine for their health. • Children will respect other cultures by learning about Diwali. 		good sleep routine for their health.			
Ten Ten Life to the Full scheme used for PSHE						
<p>C&L (Communication and Language)</p>  <p>Communication and Language is</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Children will listen carefully and join in with stories and rhyme. • Children will ask what questions to adults and visitors into the classroom. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Children will join in with repeated refrains in a story. • Children will ask who questions. <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Children will identify the main characters in the story and talk about their feelings. • Children will ask where questions. <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Children will link events in a story to their own experiences. • Children will ask why questions. <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Children will talk about key events in a story. • Children will ask when questions. <p>Speaking</p> <ul style="list-style-type: none"> • Children will know and retell 'the train ride story 	<p>Listening, Attention and Understanding • Children will 'hot seat' characters from a story.</p> <p>Speaking</p> <ul style="list-style-type: none"> • Children will know and retell 'Rainbow fish' Dear zoo • Children will know and use vocabulary linked to



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<p>developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions,</p>	<ul style="list-style-type: none"> • Asks for help when needed • Discuss how they're feeling <p>Speaking</p> <ul style="list-style-type: none"> • Children will know and retell stories. • Children will know and use vocabulary linked to their theme 'Me and My World!' including special, unique, similar, and different. 	<ul style="list-style-type: none"> • Children will know and retell 'stories linked to the theme • Children will be able to talk about their birthday and other events that happen during the term. • Children will know and use vocabulary linked to their theme 'Let's Celebrate!' including tradition, Hanukkah, religion. 	<ul style="list-style-type: none"> • Children will know role play and retell 'The Queen's Hat.' • Children will know and use vocabulary linked to their theme. 	<ul style="list-style-type: none"> • Children will know and retell 'Jack and the Beanstalk'. • Children will know and use vocabulary linked to their theme 'Ready Steady Grow'' including recycling, environment, and wild plants. Life cycles growth 	<p>and other transport books.</p> <ul style="list-style-type: none"> • Children will know and use vocabulary linked to their theme 'Oh the places you'll go!' • Children will express ideas using past and present tense. 	<p>their theme 'What a Wonderful world' including fossils, marine life, seasons • Children will express ideas using past and present tense.</p>
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>						
<p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers/Finger Gym activities (threading, cutting, weaving,</p>	<p>Gross Motor Children will learn to move safely in a space. LLC EYFS Progression of Skills – FMS and Elmer. Outdoor play Large construction Skipping ropes Balance beams.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools. Fine Motor activities. Manipulate objects with</p>	<p>Gross Motor Children will explore different ways to travel using equipment. LLC EYFS Progression of Skills – How To Catch a Star and Space. Outdoor play Large construction Skipping ropes Balance beams</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Children will be able to control a ball in different ways. LLC EYFS Progression of Skills – Jack and the Beanstalk and Castles. Outdoor play Large construction Skipping ropes Balance beams</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively. Threading,</p>	<p>Gross Motor Children will jump and land safely from a height. LLC EYFS Progression of Skills – Minibeasts and The Hungry Caterpillar. Outdoor play Large construction Skipping ropes Balance beams</p> <p>Fine Motor Children will use cutlery appropriately. Threading, cutting, weaving, playdough, puzzles Use</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. LLC EYFS Progression of Skills – Transport and Rosie's Walk. Outdoor play Large construction Skipping ropes Balance beams</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes. Threading,</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination. LLC EYFS Progression of Skills – Seaside and Rumble in the Jungle. Outdoor play Large construction Skipping ropes Balance beams.</p> <p>Fine Motor Children will form letters correctly using a tripod grip. Threading, cutting, weaving, playdough,</p>



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<p>playdough), mark making, construction, drawing, painting, puzzles, writing,</p>	<p>good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, puzzles. Use pipettes in water tray. Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter/number formation.</p>	<p>cutting, weaving, playdough, Puzzles Fine Motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Use tweezers</p>	<p>fine paintbrushes Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Begin to colour inside lines Begin to draw recognisable pictures.</p>	<p>cutting, weaving, playdough, Puzzles Fine Motor activities. Develop pencil grip and letter/number formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, a circle with increased accuracy.</p>	<p>puzzles Fine Motor activities. Form letters/numbers correctly Copy a square Begin to draw diagonal lines, like in a triangle / Colour inside the lines of a picture. Draw pictures that are recognisable / Build things with smaller linking blocks</p>
<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: 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>						
<p>Literacy</p> 	<p>Comprehension Joining in with rhymes and showing an interest in stories with repeated refrains. Recognising environmental print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Word Reading</p>	<p>Comprehension Children will engage and enjoy an increasing range of books. Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Story Maps. Talk about events and characters in a story they have heard. Fill in missing words in familiar rhymes and stories Sequence story – use vocabulary of beginning, middle and end. Listen to and discuss stories from other cultures and traditions.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary. Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making. Children show interest and answer simple questions about the text .</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together. Read simple phrases and sentences</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading. Discuss layout of non fiction texts and Information leaflets. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Children develop their own narratives and explanations by connecting ideas or events. They demonstrate understanding when talking about what they have read Can repeat</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Develop previous knowledge of non-fiction text to gather information quickly. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. I am</p>	<p>Comprehension Children will be able to answer questions about what they have read. Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back</p>



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	<p>Handle books correctly and follow print left to right, top to bottom, Can locate the title, Can segment and blend words orally Can recognise words that rhyme</p> <p>Writing Develop dominant hand and start to give meaning to marks and labelling. Write Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing for a purpose in CP</p> <p>Phonics –See Little Wandle progression of skills – Autumn 1</p>	<p>Word Reading Children will begin to read captions and sentences. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books</p> <p>Writing Children will begin to form letters correctly. Orally retell an event and use initial and some dominant sound in words when writing a recount. Full name writing without support. Develop emergent writing though – Labelling, Invitations, Cards, Story scribing, Letter writing, Retelling stories in writing area, Story sequencing Factual writing. Writing tricky words Writing CVC words Writing HF words Introduce finger spaces.</p> <p>Phonics –See Little Wandle progression of skills – Autumn 2</p>	<p>made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read on sight a few common exception words. Start to develop strategies that allows children to check their reading makes sense.</p> <p>Writing Children will write words representing the sounds with a letter/letters with increased independence. Begin to write simple sentences using cvc words and HF words. Independently Writing cvc words With support, begin to write tricky words and known HF words Show awareness of phonics taught so far when writing – Lists, Letters, Speech bubbles. Start to introduce WOW words (adjectives) Create story maps Character descriptions. Begin to use finger spaces.</p> <p>Phonics –See Little Wandle progression of skills – Spring 1</p>	<p>words or phrases to check their reading Listen to and discuss stories from other cultures.</p> <p>Word Reading Children will read words containing tricky words and digraphs, Can demonstrate understanding when talking about what they have read. Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. They repeat words or phrases to check their reading makes sense.</p> <p>Writing Children will write labels/[phrases representing the sounds with a letter/letters. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order events. Labels and captions – life cycles Recount Independently become more aware of the need for finger spaces.</p>	<p>beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words. They will begin to notice errors and know that illustrations can help me make sense of my reading</p> <p>Writing Children will write words which are spelt phonetically. Writing for a purpose in role play and CP using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Letter writing Lists Factual writing. Use finger spaces with less reminders.</p> <p>Phonics –See Little Wandle progression of skills – Summer 1</p>	<p>cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories</p> <p>Word Reading Children will read books matched to their phonics ability. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds. Write sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character description. Use beginning, middle and end to formulate stories.</p>
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				Phonics –See Little Wandle progression of skills – Spring 2		Phonics –See Little Wandle progression of skills – Summer 2
Mathematics 	W Activities to observe children for baseline in first few weeks. h Number i <ul style="list-style-type: none"> -Match and sort Compare amounts R <ul style="list-style-type: none"> Representing 1,2 and 3 Comparing 1,2 and 3 Composition of 1,2 and 3 Representing numbers to 5 One more and Less M a Measure, Shape and spatial thinking t <ul style="list-style-type: none"> Compare size, mass and capacity Exploring pattern h <ul style="list-style-type: none"> Circles and Triangles s <ul style="list-style-type: none"> Positional Language Shapes with 4 sides Time 		Number <ul style="list-style-type: none"> Introducing zero Comparing Numbers to 5 Composition of 4 and 5 6,7 and 8 Making Pairs Combining 2 Groups 9 and 10 Comparing Numbers to 10 Bonds to 10 Measure, Shape and spatial thinking Compare Mass (2) <ul style="list-style-type: none"> Compare Capacity (2) Length and Height Time 3d Shape 		Number <ul style="list-style-type: none"> Building Numbers Beyond 10 Counting Patterns Beyond 10 Adding More Taking Away Doubling Sharing and Grouping Even and Odd Deepening Understanding Patterns and Relationships Measure, Shape and spatial thinking Spatial Reasoning (1) <ul style="list-style-type: none"> Match, Rotate, Manipulate Spatial Reasoning (2) Compose and Decompose Spatial Reasoning (3) Visualise and Build Spatial Reasoning (4) Mapping 	
	<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
Understanding the World 	History Past and Present Children will know how they have changed from birth to 4/5 <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. *Begin to comment on images of familiar 	History Past and Present Children will explore images, stories and artefacts from the past. <ul style="list-style-type: none"> Children will know that Remembrance Day is to remember soldiers who died in the war. 	History Past and Present Children will talk about the lives of people around them. Kings and Queens. <ul style="list-style-type: none"> Talk about other people including significant people. (The Queen) Talk about key roles people have in society both in the present and 	History Past and Present Comment on images of familiar situations in the past. <ul style="list-style-type: none"> *Compare and contrast characters from stories, including figures from the past 	History Past and Present Children will look at images of transport from the past and identify similarities and differences. <ul style="list-style-type: none"> Past and present transport Old and new vehicles-similarities and difference 	History Past and Present Children will know who David Attenborough is and why he is important. <ul style="list-style-type: none"> Children will look at images of seaside holidays from the past and present and identify similarities and differences.



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	<p>situations in the past (homes).</p> <p>Geography: People, Culture and Communities</p> <ul style="list-style-type: none"> • Learn about our school, community and where we live (Burnley – Mill Town). • Types of houses and features of houses. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. Similarities and differences. • Children will know about features of the immediate environment. Where they live and where is school? 	<ul style="list-style-type: none"> • Children will know about the story of Guy Fawkes (bonfire night) • Begin to comment on images of familiar situations in the past (family celebrations) <p>Geography: People, Culture and Communities</p> <p>Children will know how people in different countries celebrate Christmas.</p> <p>Children will know that there are many countries around the world. Space Short journeys eg to the park, can I draw the journey? Earth – what do I know? What countries have I visited? Moon, what is it like there? How is it different</p>	<p>the past. Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> •How has life changed eg Jack and the Beanstalk vs now – Jack kept a cow etc Who lived in castles? What were castles for? Comment on images of familiar situations in the past. •Compare and contrast characters from stories, including figures from the past. <p>Geography: People, Culture and Communities</p> <ul style="list-style-type: none"> • Make links between family members. • Compare historical figures the Queen • Compare Accrington to London • Understand that people eat different foods from other countries by looking at foods from around the world (Chinese new year) • All about China • Children will identify typical weather in Winter. 	<ul style="list-style-type: none"> • Children will know that the past is anything before the current day. • Children will know that the present is now. <p>Geography: People, Culture and Communities</p> <p>Children will know that we can only grow certain fruit/vegetables in England.</p> <ul style="list-style-type: none"> • Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Visit a garden centre and learn how to care for plants. • Children will identify typical weather in Spring 	<ul style="list-style-type: none"> • Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. <p>Geography: People, Culture and Communities</p> <p>Children will know the name of the road that our school is on.</p> <ul style="list-style-type: none"> • Children will explore aerial maps of our school and identify key features. • Discuss how they got to school and what mode of transport they used. •Make simple maps linked to a story. Use familiar images in small world play – create familiar journeys. Read stories about journeys (E.G. Welcome). •Discuss reasons why people make journeys. Similarities/differences 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Look back over the year and use the floorbook to help to describe events in their special lives. <p>Geography: People, Culture and Communities</p> <p>Children will identify similarities and differences between life in Burnley and life in Africa.</p> <ul style="list-style-type: none"> • Children will identify typical weather in Summer. <p>Children will know about people who help us within the community. Pirates Seas and oceans What is it like at the seaside? What is it like on an island? What features can I see? What is the weather like there? Maps</p>
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	<ul style="list-style-type: none"> • Begin to understand basic mapping. • Weather – similar/different. • Children will identify typical weather in Autumn. <p>Science The Natural World Humans Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <ul style="list-style-type: none"> • Children will know the 5 senses. • Children will know that this time of year is Autumn. • Explore the natural world around them. 	<p>to the Earth? Day and night</p> <p>Science The Natural World Light and Dark Describe what they see, hear and feel whilst outside.</p> <ul style="list-style-type: none"> • Explore light and dark • *Draw information from a simple map. • *Understand the effect of changing seasons on the natural world around them. • Understand that some animals sleep during the day and come out at night, • Know the differences between night and day, 	<p>Science The Natural World Materials Children will know that this time of year is Winter.</p> <p>Children will explore states of matter. Sorting and grouping materials.</p> <p>Children will identify materials.</p> <p>Children will know what material a magnet picks up.</p> <p>Children will explore the strength of materials to make a house for the 3 Little Pigs.</p>	<p>Science Living Things and their Habitats Children will observe changes and growth of chicks.</p> <ul style="list-style-type: none"> • Children will know the life cycle of a chick. • Children will know that this time of year is Spring. • Spring season <p>Grow a plant and measure who's is the tallest/smallest/ order .</p> <ul style="list-style-type: none"> • Building a 'Bug Hotel' • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands on experiences. • Look for children incorporating their understanding of the seasons and weather in their play. 	<p>between life here and other countries</p> <p>Science The Natural World Forces Children will explore floating and sinking. Forces</p> <ul style="list-style-type: none"> • Children will know that there are 8 planets in the solar system. • Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. 	<p>Science The Natural World Animals excluding humans After close observation, draw pictures of the natural world, including animals and plants</p> <ul style="list-style-type: none"> • Explore a range of animals and their habitats • What can we do here to take care of animals? • Compare animals from a jungle to those on a farm. • Explore the world around us and see how it changes as we enter Summer.
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	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<p>Expressive Arts</p> 	<p>Music: Being Imaginative Children will sing and perform nursery rhymes. See Charanga Progression of Skills document. ME!</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours. Line drawing Printing/Rubbings Make Buns Mark Making</p> <p>DT Mechanisms, Construction & textiles, Cooking Mechanisms - Mask making and split pin bodies. Playdough Bodies. Birthday buns</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds. See – Christmas Progression of Skills document.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures. Light/dark collage Chalk fireworks Sponge printing poppies Shadow puppet making Clay divas Pencil drawings Painting</p> <p>DT Mechanisms, Construction & textiles, Cooking Make soup Christmas decorations</p>	<p>Music: Being Imaginative Children will create narratives based around stories. See Charanga Progression of Skills document My Stories</p> <p>Art & Design: Creating with Materials Children will make different props and costumes for different role play scenarios. Pencil drawings Painting techniques</p> <p>DT Mechanisms, Construction & textiles, Cooking Chinese new Year dragons Make use of props and materials when role</p>	<p>Music: Being Imaginative Children will move in time to the music. See Charanga Progression of Skills document Everyone</p> <p>Art & Design: Creating with Materials Working in the style of Arcimboldo Drawing plants Berte Morisot-daffodils Observational painting- different size brushes.</p> <p>DT Mechanisms, Construction & textiles, Cooking Easter Chocolate nests</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern. See Charanga Progression of Skills document Our World</p> <p>Art & Design: Creating with Materials Children will safely explore techniques for joining materials. 3D models Colour mixing Painting.</p> <p>DT Mechanisms, Construction & textiles, Cooking Junk Modelling Constructing vehicles Design and make rockets. Design and make objects they may need in space,</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems. See Charanga Progression of Skills document Reflect, Rewind and Replay</p> <p>Art & Design: Creating with Materials Children will know how to use and mix water colour paints. Africa sunset) Paint African animals Create bubble water pictures for under the sea. Create seaside pictures using sand and texture Sculpture 3D animals</p> <p>DT Mechanisms, Construction & textiles, Cooking Frozen lollies 3D animals Animals from recycled paper. Pirate ships</p>



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			<p>playing characters in narratives and stories. Moveable Jack and the beanstalks. Three Little Pig houses Gingerbread baking Little Red Riding Hood woven baskets</p>		<p>transport thinking about form and function. Junk modelling boats and transport. Creating outer of space pictures</p>	
	<p>Creating with Materials: 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. Being Imaginative: 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.</p>					
Religious Education	Lighting the Path Branch 1	Lighting the Path Branch 2	Lighting the Path Branch 3	Lighting the Path Branch 4	Lighting the Path Branch 5	Lighting the Path Branch 6