



Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
MAIN HIGH QUALITY TEXT & ADDITIONAL FAVOURITES	The Colour Monster The family Book We Are All Welcome Emotions by Todd Parr The Rainbow Fish Hesitant Hettie Oi Frog Oi Cat Room on the Broom Julia Donaldson Leaf Man Christopher Pumpkin Meg and Mog Winnie the Witch Funnybones	The Gingerbread Man The Scarecrow's Wedding The Gruffalo's Child The Jolly Postman at Christmas Stick Man Christmas story/ Nativity	Supertato Supertato -Veggies Assemble Supertato – Evil Pea Rules Supertato- The Great Eggescape Superworm People Who Help Us (NF) Ten Little Superheroes Super Duper You Mr Wolf's Pancakes Winter – Seasons 4 One Snowy Night Where do the animals go in Winter? Polar Bear Polar Bear What do you hear? The Great Race – Chinese New Year The Seven Chinese Sisters	The Very Hungry Caterpillar Monkey Puzzle Lifecycles- Frogs, Penguins, Humans, (NF) Growing Frogs Tadpole's Promise Mad About Minibeasts The Bad-tempered Ladybird Slowly, Slowly, Slowly said the Sloth The Very Greedy Bee My First Festivals: Easter	Whatever Next Handa's Surprise The Way Back Home First Hippo on the Moon Aliens Love Underpants How to Catch a Star What's Up? The Way Back Home We're Going on a Bear Hunt Tiger Ways Mama Panya's Pancakes Giraffe's Can't Dance African Animals (NF) Kids Guide to Kenya (NF) Tiger Who Came to Tea There's a Lion in my Cornflakes Baby goes to Market A Rumble in the Jungle	Lucy and Tom at the Seaside Lighthouse Keepers Lunch Tiddler Snail and the Whale Barry the Fish with Fingers Barry the Fish with Fingers and the Hairy Monster Bright Stanley Commotion in the Ocean Seaside Poems

Memorable Moments & Enrichment Focuses	Autumn Trail Harvest Time National Fitness Day (28 th Oct) Halloween National Pumpkin Day (25 th Oct) What do I want to be when I grow up display?	Gingerbread Men science experiment Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali (12 th Nov) Remembrance Day Forest Schools – Making stick men Road Safety week (19 th November)	Homework project – Veggie Superheroes Visitors – everyday heroes Chinese New Year (5 th Feb) Valentine's Day	Hook – Caterpillar observations Visitors – Mum and baby St David's Day (1 st Mar) Mother's Day National Dentist Day (6 th Mar) St George's Day (23 rd Apr)	Trip – Beaudesert Farm Homework project- Rocket	Boat making Sports Day
Parental Involvement	Welcome meeting Big Art – Colour Monsters Parent's evening Half term homework project Secret Reader	EYFS Nativity production Secret reader Phonics information to be shared with parents	Secret reader Class assembly Parents evening	Secret Reader Special Lunch Parent Go Outdoors- Easter Egg hunt Parent's evening	Secret Reader Rocket homework project	Sports Day Secret Reader Graduation assembly

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The Prime Areas</u>	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					

Communication and Language <i>C&L is developed throughout the year through high quality individual or group interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions, EYFS productions & assemblies.</i>	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills	Development Matters Skills
	Understand how to listen carefully and why listening is important. Develop social phrases.	Understand how to listen carefully and why listening is important. Develop social phrases.	Understand how to listen carefully and why listening is important. Develop social phrases.	Understand how to listen carefully and why listening is important. Learn new vocabulary.	Understand how to listen carefully and why listening is important. Learn new vocabulary.	Understand how to listen carefully and why listening is important. Learn new topical vocabulary.
	Engage in story times.	Describe some events in some detail.	Describe some events in some detail.	Use new vocabulary through the day.	Use new vocabulary through the day.	Connect one ideas or action to another using a range of connectives.
	Describe some events in detail.	Use talk to work out problems and organise thinking and activities.	Use talk to work out problems and organise thinking and activities.	Ask questions to find out more and to check what has been said.	Ask questions to find out more and to check what has been said – to clarify and deepen understanding.	Describe events in detail using adjectives.
	Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs.	Learn rhymes, poems and songs.	Articulate their ideas and thoughts in well-formed sentences.	Articulate their ideas and thoughts in well-formed sentences.	Articulate their ideas in well-formed sentences.
	Learn rhymes, poems and songs.	Learn new vocabulary.	Learn new vocabulary.	Connect one idea or action to another using a range of connectives.	Connect one idea or action to another using a range of connectives.	Listen and talk about a range of stories and non-fiction texts.
	Learn new vocabulary.	Use new vocabulary throughout the day.	Use new vocabulary throughout the day.	Describe events in some details.	Describe events in some details, using adjectives.	Ask questions to find out more and to check what has been said – to clarify and deepen understanding.
	Engage in non-fiction books.	Articulate their ideas and thoughts in well-formed sentences.	Articulate their ideas and thoughts in well-formed sentences.	Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.	Retell familiar stories with appropriate prosody.	Engage in story times.
	Use new vocabulary throughout the day.	Use new vocabulary in different context.	Use new vocabulary in different context.	Develop social phrases.	Engage in story times.	Listen to and talk about stories to build familiarity and understanding.
	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different context.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in story times.	Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn rhymes, poems and songs.
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage with story times.	Engage with story times.	Listen to and talk about stories to build familiarity and understanding.		Listen to and talk about selected non-fiction to develop a deep familiarity with new
			Engage in non-fiction books.	Learn rhymes, poems and songs.		

				<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>		<p>knowledge and vocabulary.</p> <p>Retell familiar stories with appropriate prosody.</p>
--	--	--	--	--	--	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The Prime Areas</u>	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
	<p>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.</p>					
	Development Matters Skills Being Me Play with one or more other children,	Development Matters Skills Celebrating Differences Play with one or more other children,	Development Matters Skills Dreams & Goals Play with one or more other children,	Development Matters Skills Healthy Me Know and talk about the different factors that support their	Development Matters Skills Relationships See themselves as a valuable individual.	Development Matters Skills Changing Me Know and talk about the different factors that support their

<p><u>Personal, Social & Emotional Development</u></p> <p>Managing Self, Self Regulation & Building Relationships</p>	<p>extending and elaborating play ideas.</p>	<p>extending and elaborating play ideas.</p>	<p>extending and elaborating play ideas.</p>	<p>overall health and wellbeing: regular physical activities.</p>	<p>Build constructive and respectful relationships.</p>	<p>overall health and wellbeing: regular exercise, healthy eating and staying safe on the internet.</p>
	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p>	<p>Express their feelings and consider the feelings of others.</p>	<p>Express their feelings and consider the feelings of other.</p>
	<p>Increasingly follow rules, understanding why they are important.</p>	<p>Increasingly follow rules, understanding why they are important.</p>	<p>Increasingly follow rules, understanding why they are important.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Show resilience and perseverance in the face of challenge.</p>
	<p>Remember rules without needing an adult to remind them.</p>	<p>Remember rules without needing an adult to remind them.</p>	<p>Remember rules without needing an adult to remind them.</p>	<p>Manage their own needs - personal hygiene.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p>	
	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>*Understand what a stranger is and how to stay safe if a stranger approach.</p>	<p>Think about the perspective other others.</p>	
	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing –staying safe on the internet.</p>	
	<p>Understand gradually how others might be feeling.</p>	<p>Understand gradually how others might be feeling.</p>	<p>Understand gradually how others might be feeling.</p>	<p>Think about the perspective of others.</p>		
	<p>Be increasingly independent in meeting their own care needs.</p>	<p>Be increasingly independent in meeting their own care needs.</p>	<p>Be increasingly independent in meeting their own care needs.</p>	<p>Express their feelings and consider the feelings of others.</p>		
	<p>See themselves as a valuable individual.</p>	<p>See themselves as a valuable individual.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Identify and moderate their own feelings, socially and emotionally.</p>		
	<p>Build constructive and respectful relationships.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Build constructive and respectful relationships.</p>			
	<p>Identify and moderate their own feelings,</p>					

	<p>socially and emotionally.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspective of others.</p> <p>Manage their own needs - personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing – toothbrushing and sensible amounts of ‘screen time’ and being a safe pedestrian.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs - personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing – healthy eating, staying safe on the internet.</p>	<p>Manage their own needs - personal hygiene.</p> <p>Think about the perspective of others.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing – healthy eating and staying safe on the internet.</p> <p>Identify and moderate their own feelings, socially and emotionally.</p> <p>See themselves as a valuable individual.</p>	<p>Build constructive and respectful relationships.</p> <p>See themselves as a valuable individual.</p> <p>Know and talk about the different factors that support their overall health and wellbeing – healthy eating, staying safe on the internet.</p>		
<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self- control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The Prime Areas</u>	All About Me Room on the Broom	You Can’t Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
	<p>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.</p>					

<p>Physical Development</p> <p>Fine Motor</p> <p><i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i></p> <p>&</p> <p>Gross Motor</p>						
	<p>Development Matters Skills</p> <p>Be increasingly independent as they get dressed and undressed for example putting on coats and doing up zips.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safety and confidently.</p> <p>Further development of the skills they need to manage the school day successfully e.g. lining up and queuing, mealtimes.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Revise and refine the fundamental movement</p>	<p>Development Matters Skills</p> <p>Be increasingly independent as they get dressed and undressed for example putting on coats and doing up zips.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and ability needed to engage successfully with future PE sessions and other physical disciplines including dance.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safety and confidently.</p>	<p>Development Matters Skills</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Develop the overall body strength, co-ordination, balance and ability needed to engage successfully with future PE sessions and other physical disciplines including gymnastics.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further development of the skills they need to manage the school day successfully.</p>	<p>Development Matters Skills</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Develop the overall body strength, co-ordination, balance and ability needed to engage successfully with future PE sessions and other physical disciplines including gymnastics.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further development of the skills they need to manage the school day successfully.</p> <p>Develop their small motor skills so that they</p>	<p>Development Matters Skills</p> <p>Revise and refine the fundamental movement skills they have already acquired: jumping, running, hopping, skipping.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and ability needed to engage successfully with future PE sessions and other physical disciplines.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safety and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small</p>	<p>Development Matters Skills</p> <p>Revise and refine the fundamental movement skills they have already acquired: jumping, running, hopping, skipping.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and ability needed to engage successfully with future PE sessions and other physical disciplines including sport.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safety and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>

	<p>skills they have already acquired.</p> <p>Progress towards a move fluent style of moving with developing control and grace.</p> <p>Further development of the skills they need to manage the school day successfully.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Further development of the skills they need to manage the school day successfully e.g. lining up and queuing, mealtimes. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a move fluent style of moving with developing control and grace.</p> <p>Further development of the skills they need to manage the school day successfully.</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 their small motor skills so that they can use a range of tools competently, safety and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus, indoors and outside, alone and in groups.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve using a ball.</p>	<p>can use a range of tools competently, safety and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus, indoors and outside, alone and in groups.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Further develop and refine a range of ball skills, including; rolling, crawling, walking, jumping, hopping, skipping, climbing.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve using a ball.</p>	<p>apparatus, outside, alone and in groups.</p> <p>Further develop and refine a range of ball skills, including; throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve using a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further development of the skills they need to manage the school day successfully.</p>	<p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus, outside, alone and in groups.</p> <p>Further develop and refine a range of ball skills, including; throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve using a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further development of the skills they need to manage the school day successfully.</p>
--	---	--	---	--	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The Specific Areas</u>	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
<p>Literacy</p> <p>Word Reading, Comprehension & Writing</p> <p><i>We use the programmes Pathways to Write & the SSP Read Write Inc programme</i></p> <p><i>Literacy which will be reinforced through challenge & enhancements in the Continuous Provision</i></p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and hand- writing) and composition (articulating ideas and structuring them in speech, before writing).</p>					
	<p>Development Matters Skills</p> <p>Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book and page sequencing</p> <p>Develop their phonological awareness, so that they can; spot and suggest rhymes, count and clap syllables in a word, recognise words with</p> <p>Engage in extended conversations about stories learning new vocabulary</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Development Matters Skills</p> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Begin to read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonics programme</p> <p>Begin to read simple phrases and sentences made up of words with known letter-</p>	<p>Development Matters Skills</p> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Begin to read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonics programme.</p> <p>Begin to read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Re-read these books to build up their confidence in word reading, their</p>	<p>Development Matters Skills</p> <p>Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few common exception words.</p> <p>Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound</p>	<p>Development Matters Skills</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few common exception words.</p> <p>Read a few common exception words</p>	<p>Development Matters Skills</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few common exception words.</p> <p>Read a few common exception words</p>

	<p>Write some letters accurately.</p> <p>Blend sounds into words, orally.</p>	<p>sound correspondences.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Begin to form lower-case letters correctly.</p> <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>fluency and their understanding and enjoyment.</p> <p>Begin to form lower-case letters and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter.</p> <p>Write a short sentence with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>*Teacher to model</p>	<p>and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonics programme.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>matched to the school's phonics programme.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>matched to the school's phonics programme.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
--	---	---	---	--	--	--

<u>The Specific Areas</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
	<p>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.</p>					
	<p>Development Matters Skills</p> <p>Develop fast recognition of up to 3</p>	<p>Development Matters Skills</p> <p>Count objects, actions and sounds.</p>	<p>Development Matters Skills</p> <p>Count objects, actions and sounds.</p>	<p>Development Matters Skills</p> <p>Count objects, actions and sounds.</p>	<p>Development Matters Skills</p> <p>Count objects, actions and sounds beyond 10.</p>	<p>Development Matters Skills</p> <p>Count objects, actions and sounds beyond 10.</p>

<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Number & Numerical Patterns</p> <p><i>We follow the programme Power maths to teach mathematics. These skills will be revisited and supported through challenge & enhancements within the Continuous Provision</i></p>	<p>objects, without having to count them individually.</p> <p>Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Show fingers 'up to 5'. Link numerals to amounts: for example, showing the right number of objects to match numerals, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language; more than/fewer than.</p> <p>Talk about and explore 3D shapes.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Count beyond 10.</p>	<p>Subitise small quantities in familiar patterns and random arrangements.</p> <p>Understand the 'one more/ one less' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 5.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Count beyond 10.</p>	<p>Subitise</p> <p>Compare numbers .</p> <p>Explore the composition of numbers to 10.</p> <p>Compare length and weight.</p> <p>Recall number bonds for numbers 0-5 and some to 10.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Count beyond 10.</p>	<p>Recall number bonds for numbers to 10.</p> <p>Explore the composition of numbers to 10.</p> <p>Understand the 'one more than/one less than' relationships between consecutive numbers.</p> <p>Continue, copy and create repeating patterns.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond 10.</p>	<p>Explore the composition of numbers to 10 and beyond.</p> <p>Automatically recall number bonds for numbers to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.</p> <p>Explore the composition of numbers to 10.</p> <p>Compare numbers.</p> <p>Count beyond 10.</p>	<p>Explore the composition of numbers to 10 and beyond.</p> <p>Automatically recall number bonds for numbers to 10.</p> <p>Compare volume and capacity.</p> <p>Sequencing the day using key vocabulary.</p> <p>Sorting objects into two group.</p> <p>Count beyond 10.</p>
---	--	--	---	---	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The Specific Areas</u>	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
Understanding the World Past & Present, People, Culture & Communities & The Natural World	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.					
	Development Matters Skills Continue to develop positive attitudes about the differences between people. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them. Understand that some places are special to	Development Matters Skills Show interest in different occupations. Comment on images of familiar situations in the past. Draw information from a simple map. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Explore the natural world around them. Use all their senses in hands-on exploration of natural materials.	Development Matters Skills Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Draw information from a simple map. Show interests in different occupations.	Development Matters Skills Talk about them members of their immediate family and community. Compare and contrast from stories including figures from the past. Comment on images of familiar situations in the past. Begin to make sense of their own life-story and family's history. Explore the natural world around them. Show interest in different occupations. Understand the effect of changing seasons on the natural world around them	Development Matters Skills Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.	Development Matters Skills Talk about members of the community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them. Describe what they can see, hear and feel whilst outside. Recognise some environments that are different from the ones in which they live.

	<p>members of their community.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>	<p>Talk about their immediate family and people in the community.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise that some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Understand the effect of changing seasons on the natural world.</p>
--	------------------------------------	---	---	--	--	--

<u>The Specific Areas</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me Room on the Broom	You Can't Catch Me!	Superheroes	New Life	Journeys	Summer Holidays
Expressive Arts & Design Creating with Materials & Being Imaginative & Expressive	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.					
	Development Matters Skills Draw with increasing complexity and detail, such as representing a face with a circle and including details. Help children to add detail to their drawings by selecting interesting objects to draw and by pointing out key features to children and discussing them. Show different emotions in their drawings and paintings. Play instruments with increasing control to express their feelings and ideas. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Development Matters Skills Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	Development Matters Skills Explore and engage in music making and dance, performing solo or in groups. Sing in a group or 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. Create collaboratively, sharing ideas, resources and skills. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses.	Development Matters Skills Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	Development Matters Skills Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	Development Matters Skills Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.

	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>	
--	---	---	--	--	--	--