



Chollerton Church of England First School

Reception and Nursery Curriculum Long Term Overview

Explore Discover Grow

Our school vision and values	Be the best you can be through: challenge, nurture, inspiration, respect, happiness, inclusion, in a safe, loving, Christian family. The Lost Sheep Matthew 18:12-14 12“What do you think? If a man owns a hundred sheep, and one of them wanders away, will he not leave the ninety-nine on the hills and go to look for the one that wandered off? 13 And if he finds it, truly I tell you, he is happier about that one sheep than about the ninety-nine that did not wander off. 14 In the same way your Father in heaven is not willing that any of these little ones should perish. Through this passage the children learn that each one of them is valued, respected, included, safe.				
British values in EYFS	Democracy -voting for books to read, we make decisions together, we take turns and share, we value everyone’s ideas				
	Rule of Law - we take care of our classroom, we learn to resolve conflicts appropriately, we learn about right and wrong				
	Respect and Tolerance - we learn that we are part of a wider community, we have strong links with our community, we listen to each other				
	Individual Liberty - we ask questions, we celebrate our achievements, we develop our own interests and ideas				
Autumn		Spring		Summer	
Autumn 1 My Family and Community	Autumn 2 A stroll through the deep dark woods	Spring 1 Transport	Spring 2 Space	Summer 1 Pirates and the sea	Summer 2 Minibeasts

Quality Texts					
Starting School Who are you? The Colour of us Colour Monster The Three Little Pigs	Gruffalo Gruffalos child Bear Hunt Diwali Rama and Sita	Naughty Bus	Whatever Next Aliens love Underpants	Pirates are coming Rainbow fish	Superworm Non- fiction minibeast books
Visits and Visitors					
Dunkers coffee morning Walk around Barrasford	Queens Hall Christmas show Forum cinema	Hexham Library	Book Festival Mother's Day Tea	Father's Day play Trip to Sealife Aquarium Tynemouth	
Key Events					
Harvest Festival Halloween	Bonfire night Diwali 8 th November Remembrance Day 10 th November Odd sock day Children in Need 14 th November	New Year Chinese- 6 th February Ash Wednesday Valentine's Day Holi- 22 nd March	Shrove Tuesday Mothers Day Good Friday Easter Sunday World Book Day Ramadan Red Nose Day	Father's Day	Eid- 6 th June

	Hanukah 14 th - 22 nd December		Songkran- 13 th April		
Prime Areas					
Communication Language and Development Listening, Attention and Understanding and Speaking					
Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough. Express wants and needs to familiar adults, combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others.	Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough and join the whole class group for short periods. Express wants and needs to familiar adults and comment on 'here and now,' combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others. Recognise	Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on 'here and now' combining 3 main words. Pretend play: Engage in simple pretend play in home corner or outside using realistic objects and other materials together. Recognise story props and costumes and engage with them in play. Start	Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on 'here and now' combining 4-5 main words. Pretend play: Engage in simple pretend play in home corner or outside starting to use some objects to represent other things e.g. using playdough or loose parts as food in role play area. Recognise story	Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and start to comment beyond the 'here and now' e.g. talking about something that has happened home. Pretend play: Engage in more extended pretend play in role play area or outside using some objects to represent other things. Recognise story props and	Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and start to comment beyond the 'here and now' e.g. talking about something that has happened home. Pretend play: Engage in more extended pretend play in role play area or outside using some objects to represent other things. Recognise story props and

	some story props and costumes and start to engage with them in play.	to carry out simple small world pretend play sequences.	props and costumes and engage with them in play including role play related to going to space Carry out simple small world pretend play sequences	costumes and engage with them in simple role play including people from different countries. Carry out longer small world pretend play sequences.	costumes and engage with them in simple role play including people from different countries. Carry out longer small world pretend play sequences
Start to use talk with familiar adults and peers creating sentences in their play Following instructions Answering questions (what, who, where, when) Develop listening skills during story times - focusing on the story and speaker	Use short sentences to explain Listen to stories and songs with interest and engagement Using a wide range of words appropriately and in context	Joining in with familiar stories and rhymes Using different vocabulary including scientific and linked to stories Starting to show understanding of 'why' questions	Respond appropriately when questioned Pose my own simple questions to find out more Develop vocabulary Join in an recall stories with repetition	Take turns to speak in a conversation Explore the use of conjunctions to connect ideas Use language to explain, retell and describe	Respond to a range of question types - particularly link to 'why' questions Express a point of view Develop a wide ranging vocabulary - scientific and descriptive
Following instructions Turn taking Share ideas and	Engage in story times Join in with songs and rhymes Listen to and talk	Respond and question Use full sentences to describe events and retell stories	Give opinion and share ideas with confidence in different situations	Discussion with others Predict what might happen next	Use a full vocabulary including technical language Use conjunctions in

thoughts with adults and peers - using talk Understand how to listen carefully and why listening is important during story times Listen to and talk about stories to build familiarity and understanding. Develop social phrases.	about stories and rhymes Ask questions to find out more and to check they understand what has been said to them	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen	Explain what has happened Engage in non-fiction books. Use full sentences to articulate ideas and thoughts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Asking and answering questions Listen attentively and respond to what they hear with relevant question Listen to and talk about stories to build familiarity and understanding. Retell stories. Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary	sentences Express ideas and feelings, using full sentences, including past, present and future forms. Make comments about what they have heard and ask questions to clarify understanding Engage in back and forth interaction with teachers and peers.
Provision Implementation	Skilled adults (modelling, extending language, recasting, developing conversation, explaining, reading, making links Early identification of children with immature language skills in order to direct targeted support Group time - stories, songs, poems, taking turns, regular reading of high quality texts				
Early Learning Goal	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 or group discussions -Make comments about what they have heard and ask questions to clarify understanding. -Hold conversations when engaged in back and forth exchanges Speaking -Participate in small group, class and 1:1 discussions, offering own ideas, using recently introduced vocab. -Offer explanations for why things might happen -Express ideas and feelings about their experiences using full sentences, including past, present and future tenses				

	and making use of conjunctions with modelling and support from teacher.				
Physical Development Gross and Fine Motor Skills					
Engage in physical activities outdoors with some adult support. Make marks with fingers or tools in a range of media.	Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with cylindrical (palmar) grip. Roll playdough into balls. Use loop scissors to snip.	Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with cylindrical (palmar) grip. Roll playdough into balls and snakes. Use loop scissors to snip.	Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making and start to develop digital grip. Roll playdough into balls and make snakes, or cut out shapes of playdough with cutters Use loop scissors to snip. Start to put own coat on.	Engage in a range of physical activities outdoors with decreasing adult support. Use a variety of tools for mark making with digital grip. Roll playdough into balls and make snakes. Use loop scissors to snip along a line. Put own coat on with support to fasten it.	Engage in a range of physical activities outdoors with decreasing adult support. Use a variety of tools for mark making with digital grip. Roll playdough into balls and make snakes. Use loop scissors to snip along a line. Put own coat on with support to fasten it.
Develop balance, travelling, jumping, climbing, rolling,	Explore Dance and moving to music Begin to show	Develop ball skills Continue to show increasing control in	Travel in different ways. Develop gymnastic skills	Team building. Explore different games to play	Olympics Manipulates a range of tools and

obstacle skills Develop a dominant hand for pencil control	increasing control in holding manipulating a range of tools and objects	holding manipulating a range of tools and objects	Creates lines and circles pivoting from the shoulder and elbow	together Manipulates a range of tools and equipment in one hand eg paintbrushes, scissors, scarves	equipment in one hand eg paintbrushes, scissors, scarves
PE PE with Becky Develop the skills needed to get through the school day e.g. lining up, eating dinner Revise and use fundamental movement skills	PE PE with Becky Use core muscle strength to achieve good posture (start to develop handwriting posture) Shows a preference for a dominant hand Begin to use anticlockwise movement and retrace vertical lines	PE PE with Becky Use a range of tools effectively including pencils and scissors Begins to form recognisable letters independently	PE PE with Becky Handles tools, objects, construction and malleable materials safely and with increasing control and intention	PE PE with Becky Swimming Continues to form recognisable letters and develop increasing control and intention with tools and objects.	PE PE with Becky Swimming Use a range of small tools effectively- drawing with accuracy Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
Provision	Carefully planned environment and resources to develop gross and fine motor skills - large equipment outdoors, climbing frame, large scale mark making, peelers, hammers, scissors, a variety of mark making equipment available in areas. Using the hills outdoors to climb up and down				

	Skilled adults to introduce tools and how to use them safely, model and adjust grip when necessary Time in CP to access these activities YR- letter formation within phonics and writing Support through lunch time to develop knife/fork skills		
Early Learning Goals	Fine Motor Skills -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in most cases -Use a range of small tools, including scissors, paint brushes and cutlery -being to show accuracy and care when drawing Gross Motor Skills -Negotiate space and obstacles safely, with considerations for themselves and others. -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping hopping, skipping and climbing.		
Personal, Social and Emotional Development Self Regulation, Managing Self and Building Relationships			
Separate from carers and settle into routines. Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed. Begin to think about their feelings	To form attachments to staff and peers. To learn to interact with other children with support. Continue to think about their own feelings	Begin to develop confidence to try new things and be reassured by an adult to have a go. Continue to build relationships with adults and peers	
Increasingly follow rules independently Develop their sense of community and responsibility Begin to show more confidence in new situations Talk about feelings Begin to understand how others might be feeling Play with other children Talk with others to solve conflicts Begin to manage own personal needs	Select and use resources to achieve a short term goal increasingly showing resilience and perseverance. Continue to understand how others might be feeling using words like; happy, sad, angry or worried Use meditation to calm and relax. Play together and find own solutions to conflicts. Build confidence in	Be able to talk about their own feelings and how others are feeling. Increasingly follow rules independently Begin to follow instructions involving 1-2 ideas or actions Make good choices in terms of activity. Be happy to take on new challenges and be	

and hygiene e.g. put on coat, zip it up, toileting unaided, washing hands, toothbrushing	social situations. Make healthy food and drink choices.	proud of accomplishments.
See themselves as a valuable individual Develop their sense of responsibility & membership of a community. Show more confidence in new situations. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Work and play cooperatively and take turns with others. Give focused attention to what the teacher says. Explain the reason for rules - know right from wrong and try to behave accordingly. Develop skills needed to manage the school day e.g. toileting, washing hands etc	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Use meditation to calm and relax. Be confident to try new activities and show independence. Form positive attachments to adults and friendships with peers. Know and talk about the factors that support health and wellbeing; physical activity, tooth brushing, screen time, sleep routine, road safety	Think about the perspectives of others. 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 immediate impulses when appropriate. Show an ability to follow instructions involving 3-4 ideas or actions. Know and talk about the factors that support health and wellbeing; physical activity, tooth brushing, screen time, sleep routine, road safety

PSHE-Kapow

Settling into Reception and feelings All about me! What makes me special? Me and my special people. Who can help me? (Self-regulation) Me and my feelings:	Building relationships: Special Relationships Learn about family, friendships and positive relationships by exploring special people in our lives.	Managing self: Taking on challenges Considering the value of perseverance when facing challenges	Self Regulation: Listening and following instructions Develop listening and communication skills through games and stories	Building Relationships:My family and friends Develop an understanding of sharing, turn taking and positive relationships	Managing myself:My wellbeing Identify why exercise is important for physical and mental health
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Different feelings, how to feel with 'not so good feelings', know some self-care techniques. Independence: putting on own coat & shoes					
Provision	Skilled adults modelling how to manage coats shoes etc, teaching classroom routines and rules to allow children to operate independently and safely, modelling good listening skills, modelling conflict resolution, celebrating different achievements and valuing all effort, modelling perseverance, resilience and co-operation. Co-regulation leading to self regulation. Resources gradually introduces at the beginning of the year with extra time for ensuring children know to tidy up. Adult led group time - Specific PSHE stories, opportunities for discussion RE sessions Time in CP with peers and adults to develop these skills				
Early Learning Goals	Self Regulation -how an understanding of their own feelings and those of others, 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 and ability to follow instructions involving several ideas or actions Managing Self -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 cressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships -work and play cooperatively and take turns with others				

-form positive attachments to adults and friendships with peers -show sensitivity to their own and others' needs.					
Specific Areas					
Literacy					
Word Reading- including phonics Little Wandle					
Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words. Phonics: join in rhythmical activities and nursery rhymes. Hold tools with cylindrical grasp to make marks.	Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words. Phonics: join in rhythmical activities and nursery rhymes.	Enjoy sharing familiar stories in groups, fill in gaps with key words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs.	Enjoy sharing familiar stories in groups, fill in gaps with key words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs.	Enjoy sharing familiar stories in groups, fill in gaps with key words, and join in with repeated refrains. Begin to answer simple who, what and where questions about familiar stories. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs and start to say or sing some independently.	Enjoy sharing familiar stories in groups, fill in gaps with key words, and join in with repeated refrains. Begin to answer simple who, what and where questions about familiar stories. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs and start to say or sing some independently.
Introduce all	Recap and extend	Children hear the	Begin to recognise	Begin to recognise	Begin to recognise graphemes (c k u b f

aspects of phase 1 environmental sounds (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting)	all aspects of phase 1 (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting)	same initial sound for words and names of objects. Blend CVC words using oral blending and objects Children to distinguish different sounds	graphemes (m a s d t p) Identify the initial sound in a word when given a choice. Hear and say the initial sound in words Orally blend CVC words	graphemes (i n p g o) Identify the initial sound in a word when given a choice Hear and say the initial sound in words Orally blend CVC words To count and clap syllables in their name - To recognise rhyming words (not written listening).	e) Identify the initial sound in a word when given a choice Hear and say the initial sound in words Orally blend CVC words
S a t p i n m d g o c k c k e u r h b f l Is the I Games to develop	ff ll ss j v w x y z zz qu ch sh th ng nk As and has his her go no to into she he of	ai ee igh oa o oar or ur ow oi ear air er double letters in middle Was you they my by	Review Spring 1 sound Review tricky words and secure spelling	Longer words, short vowel, compound words, root words ending in -ing ed/t, ed/id, -ed, - est	Longer words, long vowel, review ends in Summer 1, root words ending in -er

listening, attention and sound discrimination Identifying initial sounds, early blending, rhyming	we me be Words with -s at end Words ending with -s with -z sound (bags) Games to develop listening, attention and sound discrimination Oral blending and segmenting CV/CVC/CCVC Oral blending and segmenting - CV/CVC, rhyming	all are sure pure Games to develop listening, attention and sound discrimination Oral blending and segmenting CV/CVC/CCVC	Games to develop listening, attention and sound discrimination Oral blending and segmenting CV/CVC/CCVC	said so have like some come love do were here little says there when what one out today	Secure spelling
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Comprehension

Listen to stories and rhymes	Have some favourite stories and rhymes Listen and join in with repeated phrases	Develop play linked to stories and retelling Begin to sequence and retell stories linked to pictures they can see	Begin to sequence and retell stories stories linked to pictures they can see	Name parts of a book - front cover, back cover Develop awareness of print eg left or right	Use story language in their play Use books appropriately and turn pages carefully Begin to recognise own name Recall and make links between what they
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					have read and own experiences Retell familiar stories
Listen to stories, songs and rhymes with increasing attention and recall Begin to relate what happens in stories to what has happened in my own experience	Use new vocabulary when discussing stories, non-fiction, rhymes and poems during role play Retell stories / narratives using your own vocabulary and drawing upon some key phrases from quality text. Use the structure of well-known stories to invent new narratives	Describe events in familiar stories and predict events Anticipate key events in a story Locate the title and blurb in a story	Learn new words and ask about their meaning. Draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts.	I know that a full stop completes one whole sentence I know that a capital letter begins a new sentence. Use and understand new vocabulary	Retell familiar stories using story language Infer the meaning of new vocabulary using the surrounding text to support
Writing					
Use a variety of mark making tools and talk about what they have drawn Explore mark making on a variety of scales Access resources	Begin to form the first letter in their name and others as appropriate Develop some print knowledge e.g. print has meaning; it is	To begin to show some emergent mark making including some letters Develop use of fine motor skills Access resources	To be able to write some letters from their name Fine motor skills linked to mark making Using story	To produce emergent writing using initial sounds Acquiring and using new vocabulary Access resources provided to develop	To write their own name forming some letters correctly Sequence and retell event and stories Access resources provided to develop

provided to develop dexterity and strength	made up of letters and words, we read English text from left to right and from top to bottom Access resources provided to develop dexterity and strength Develop awareness of environmental print Explore mark making on a variety of scales	provided to develop dexterity and strength Explore mark making on a variety of scales Retrace vertical lines and enclose shapes	vocabulary in play Access resources provided to develop dexterity and strength Explore mark making on a variety of scales Develop mark making to include pre-writing shapes	dexterity and strength Explore mark making on a variety of scales Begin to understand writing is read from top to bottom, left to right Develop mark making to include pre-writing shapes	dexterity and strength Explore mark making on a variety of scales Develop mark making to include pre-writing shapes
Practise writing their name with good pencil control (may still be developed) Identify and write some initial sounds Notice some print eg a familiar logo or letters from their name. Enjoy drawing freely. Make marks which they give meaning to.	Write simple CVC words / labels Read and begin to write red words matched to phonics programme Write some or all of their name.	To begin to write CVCC words To write red words matched to phonics programme.	To begin to write red words To begin to write simple captions using finger spaces and their learnt phonics knowledge	Form lower-case and capital letters correctly To spell words by identifying the sounds and then writing the sound with letter/s. To write simple sentences using phonics knowledge To use finger spaces between words. To write red words matched to phonics programme	To write all previously taught red words To show awareness of basic punctuation capital letter and full stops when writing sentences To write short sentences with known letter-sound correspondences Re-read what they have written to check it makes sense Explore different genres eg

					recipe, list, a postcard.
Provision	Daily phonics session - Little Wandle Core bank of high quality texts Regular story times as a group and within CP Core bank of poems and rhymes that are learned Story Dough to develop language and creativity Literacy counts Ready Steady Write and ready steady handwrite Adults to model, extend and develop new language and vocabulary Mark making tools available in all areas Adults who join children in their play and model, identify and support purposeful writing opportunities Environment resources with activities to develop the gross and fine motor skills required to write. See PD section for essential physical development required to hold pencils/control to form letters				
Early Learning Goals	Comprehension -demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab -Anticipate key events in stories - use and understand recently introduced vocab during discussions about stories, non-fiction, rhymes and poems and during role-play. Reading -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 simple sentences and books that are consistent with their phonic knowledge including some common exception words. Writing -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 phrases and sentences that can be read by others				

Mathematics White Rose Maths					
Join in with Number Songs and Rhymes, start to recite numbers up to 3. 'The Three Little Pigs.' Match 2 objects or shapes or colours. Stack 3 bricks.	Join in with Number Songs and Rhymes, start to recite numbers up to 5. Match objects, shapes or colours and start recognise circles and colour names. Stack 4 or 5 bricks. Start to put pieces into simple inset puzzles.	Join in with number songs and rhymes. Start to recite numbers up to 6. Match objects, shapes or colours and start to recognise circles and colour names. Stack 6 bricks. Complete inset puzzles with 5 or 6 pieces.	Join in with number songs and rhymes. Start to show fingers for 1-5. Start to recite numbers up to 7 and 8. The Hungry Caterpillar. Match objects, shapes or colours and start to recognise circles, squares and triangles plus colour names. Stack 8 bricks. Complete inset puzzles with up to 8 pieces. Begin to join two large jigsaw pieces.	Join in with familiar number rhymes and songs and recite number names to 5. Use numbers with the intention of counting objects (but not always in the right order or missing some). Build with different resources and complete an inset puzzle with at least 5 pieces independently. Talk about differences in sizes, heights and weights in everyday situations: big/small, heavy /light, tall or high Notice patterns in the environment and begin to share out objects to others	Join in with familiar number rhymes and songs and recite number names to 5. Use numbers with the intention of counting objects (but not always in the right order or missing some). Build with different resources and complete an inset puzzle with at least 5 pieces independently. Talk about differences in sizes, heights and weights in everyday situations: big/small, heavy /light, tall or high Notice patterns in the environment and begin to share out objects to others

				(not necessarily equally). Match objects, shapes or colours and start recognise circles, squares and triangles. Stack 10 bricks.	(not necessarily equally). Match objects, shapes or colours and start recognise circles, squares and triangles. Stack 10 bricks.
Learn a variety of number songs Subitise up to 2 Recite numbers past 5 Make comparisons between objects- size, length, weight and capacity Use shapes for building thinking about their properties e.g. flat sides for stacking Spot patterns and talk about them e.g. stripes on a scarf	Learn a variety of number songs Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their properties e.g. flat sides for stacking Describe familiar routes Discuss routes and	Learn a variety of number songs Make comparisons between objects related to size, height and length Capacity - full, empty, half full Make comparisons between quantities Say one number name for each item See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/	Learn a variety of number songs Patterns Create and extend ABAB patterns using everyday objects e.g. pine cones, leaves Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. Show 'finger' numbers to 5 Begin to find one more/ one less	Learn a variety of number songs Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting) Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)	Learn a variety of number songs Solve real world problems Begin to use mathematical vocabulary more/fewer heavy/light tall/short Experiment with own symbols and marks Identify, explain, continue and create patterns Sequence events using time language e.g. first, next, then

	locationspositional language	triangle/ on top of each other) and recognise it without counting			
• Autumn Term • Match, sort and compare • Match objects and pictures • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts • Talk about measure and patterns • Compare size, mass, capacity, • explore simple patterns • Copy and continue simple patterns • Create simple patterns • It's me 1,2,3 • Find, subitise and represent 1, 2 and 3 • 1 more, 1 less • Composition of 1, 2 and 3 • Circles and triangles • Identify and name circles and triangles		• Spring Term • Alive in 5 • Introduce zero • Find, subitise, represent 0 to 5 • 1 more, 1 less • Compositon • Conceptual subitising to 5 • Mass and capacity • Compare mass • Find a balance • Explore and compare capacity • Growing 6,7, 8 • Find and represent 6,7 and 8 • 1 more, 1 less • Composition of 6, 7 and 8 • Make pairs - odds and evens • Double to 8 - find and make doubles • Combine 2 groups • Length, height and time • Explore and compare length		Summer Term To 20 and beyond • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 How many now? • Add more • How many did I add? • Take away • How many did I take away? Manipulate, compose and decompose • Select shapes for a purpose • Rotate shapes • manipulate shapes • Explain shape arrangements • Compose shapes Sharing and grouping • Explore sharing • Sharing	

• Compare circles and triangles • Shapes in the environment • Describe position • 1,2,3,4,5 • Find, subitise and represent 4 and 5 • 1 more, 1 less • Composition of 4 and 5 • Composition of 1-5 • Shape with 4 sides • Name and identify shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment My day and night	• Explore and compare height • Talk about time • Order and sequence time • Building 9 and 10 • Find 9 and 10 • Compare numbers o 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more, 1 less • Composition to 10 • Bonds to 10 • Make arrangements of 10 • Find and make doubles to 10 • Explore even and odd • Explore 3D shapes • Recognise and name 3D shapes • Find 2-D shapes within 3D shape • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns Patterns in the environment	• Explore grouping • Grouping • Even and odd sharing • Visualise, build and map • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Make connections • Deepen understanding • Patterns and relationships • Consolidation
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Provision		Counting songs and games Daily routines Adults to support solving everyday mathematical problems in the environment Scoring games Resources - jigsaws, board games, construction, loose parts, playdough, baking, shapes, numicon, cuisenaire Representations in everyday routines - ten frames, number lines, Adult led maths sessions Adults who take opportunities in CP to practise mathematical skills and make links with current learning.			
Early Learning Goals		Number -have a deep understanding of number to 10 including composition of each number -subitize up to 5 -Automatically recall (without reference to shumes, counting or other aids number bonds to 5 (including subtraction facts and some bonds to 10 including double facts 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; 29 • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			
Understanding the World					
Talk about people or pets in their house.	Explore and talk about bricks, sticks and straw and with	Name different vehicles and explore how they move	Engage in sensory play with moon dough. Build rockets	Name some animals you find in the sea. Explore floating and	Name minibeasts they find outside. Talk about their

	support make collage dens. Spot pictures of woodland animals in books in story books.			sinking	features
Name people in their family. Talk about their home and what they can see. Look at signs of Autumn Talk about family and people who are important to me. Look at photos of our homes and where they are on a map. Talk about features of our homes and compare to other houses. Explore materials for building homes. Explore signs of Autumn	Name and identify woodland animals. Name animals that are nocturnal and ones that hibernate. Talk about Remembrance Day Exploring our woods Learning about woodlands and forests as habitats - Which creatures live there? Which trees and plants grow there? Learning about food chains in woodlands and forests, finding	Vehicles - building vehicles, naming parts, exploring how they move Talk about people who help us and what vehicle they use. Discuss how they work. Can we make toys go faster and slower? Explore signs of Winter. Learn about Chinese New Year and the year of the Goat	Learn the names of some planets Build a rocket Learn about night time and light and dark Learn about the solar system and the planets. Build rockets learn about light and dark and shadows	Name some animals that live in the sea. Talk about rubbish and where it should go Learn about what you will find at the beach. What lives in the sea? Learn about floating and sinking. Talk about pollution and what we can do to help.	Name and identify minibeasts found. Talk about where they were found Learn about life cycles of a butterfly, snail and ladybird discuss how they change. Talk about the different environments they live in.

Learn about Harvest Time	evidence of them and thinking about how they work. Discuss nocturnal animals and animals that hibernate				
RE -Understand Christianity- Kapow					
What Makes us special?	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?
Expressive Arts and Design- Kapow					
Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.	Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.	Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities	Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities	Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities Engage in simple	Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities Engage in simple

				pretend play sequences using realistic objects and other materials to represent their ideas. Enjoy taking part in action songs and move, dance or play instruments in response to music. Use imagination to model or combine different materials e.g. playdough, junk modelling, Duplo. Express ideas or feelings through mark making with different media.	pretend play sequences using realistic objects and other materials to represent their ideas. Enjoy taking part in action songs and move, dance or play instruments in response to music. Use imagination to model or combine different materials e.g. playdough, junk modelling, Duplo. Express ideas or feelings through mark making with different media.
Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll,	Uses a glue stick to join materials together. Creates an independent craft using available	Becoming more confident when drawing e.g. potato people, Names what they have drawn and	Using spring loaded scissors to snip, using printing materials in the paint such as sponges and	Building using smaller construction kits correctly, uses a range of painting and printing materials to	Children cutting with more confidence, children independently creating and making

cut, ball, sausage. Builds towers with large construction equipment. Artist Focus: Andy Goldsworth- sculptures Self Portraits picture with range of media including loose parts Diwali Crafts Drawing- Marvellous marks	materials e.g. An independent Christmas Card. Firework pictures Painting and mixed media: Paint my world Den building	draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter. Sculpture and 3D: Creation station Building vehicles and rockets	shapes, Continues to develop their drawing skill. Craft and Design: Let's get crafty	explore form and function, children experimenting and mixing colours together, Children may create with a friend. Seasonal crafts Art & Design based skills Exploring the use of textures Use objects they collected at the beach to make a seaside scene Building boats	using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. Seasonal crafts Art & Design based skills Consolidation of skills and depth
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