Barlow and Beesley Curriculum Overview 2024-2025 (Cycle A)

Intent:

At SMSB our EYFS unit comprises of a mixture of Pre-school and Reception children. We have designed our curriculum to incorporate the children's interests and their needs. We provide opportunities to further develop their vocabulary and experiences to gain cultural capital. Our curriculum incorporates the skills, knowledge and concepts children need for a secure foundation for their next developmental stage of learning. This curriculum maps ensure a clear sequence of learning with child development being at the centre of all we do. Pre-school objectives and skills are in purple and the objectives and skills for Reception are in red. At SMSB we recognise that children develop at different rates and therefore we adapt our teaching and learning opportunities accordingly. We aim to provide a secure foundation to equip children with the knowledge, skills and concepts needed for Reception (Pre-school children) and Key Stage One (Reception children).

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

Play: At St Mary's and St Benedict's RC Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Superheroes	Time to celebrate!	Frozen Planet	Traditional Tales	Under the sea	Treasure Island
	6.4 weeks	7.4 weeks	6 weeks	6 weeks	4 weeks 3 days	6.4 weeks
Enrichment/ Important Dates	Home visits- week 1 Baseline assessment weeks 2-4 Roald Dahl Day 13 th September 2024 Fire engine visit 25 th September 2024	October-Black History Month Diwali- 1st November 2024 Bonfire Night 5th November 2024 Remembrance Day-11th November 2024 World Nursery Rhyme Week 11-15th November 2024 SMSB Christmas Jumper Day -18th December 2024	RSPB Big Schools Birdwatch-6 th January 2025 Winnie the Pooh Day- 18 th January 2025 Chinese New Year- 29 th January 2025	National Tell a Fairy Tale Day- 26 th February 2025 World Book Day- 6 Th March 2025	Elmer Day- 24 th May 2025	Pre-school leavers ceremony Transition afternoon
The Big Question	Who is a superhero?	Which celebrations are important to different people?	What would it be like if the world was frozen?	Who is afraid of The Big Bad Wolf?	What creatures live under water?	Where would I bury my treasure?
Themes	All about me Superheroes People who help us	Seasonal Celebrations Seasonal Changes	Weather Clothing Melting and freezing Animals	Growing and Changing Farming Seasonal Changes	Under the sea creatures	Pirates!
Barlow Class Book Focus	Help! I Need My Superheroes by Webber Books	First Festivals Diwali	The Snowflake by Benji Davies	The Three Little Pigs by Nicoola Baxter	Commotion in the Ocean by Giles Andreae	10 Little Pirates by Mike Brownlow

	What's My	The Quite Little	The Snowy Day	The Enormous	Sharing a Shell by	Go Go Pirate
	Superpower? By	Firework by Nicola	by Ezra Jack	Turnip by Irene	Julia Donaldson	Boat by Katrina
	Aviaq Johnston	Coppack	Keats	Yates		Charman
					The Odd Fish by	
	A Superhero Like	Tree by Brittany	Over and Under	The Ugly	Naomi and James	Sunk! By Rob
	You by Ranj Singh	Teckentrup	the Snow by Kate	Duckling by	Jones	Biddulph
			Messner	Mara Alperin		
	Real Superheroes	Everybody's Welcome			It's a Seashell Day	The Treasure of
	by Julia Seal	by Patricia Hegarty	The Magical Snow	The Little Red	by Diane Ochiltree	Pirate Frank by
			Garden by Tracey	Hen by Lesley		Elspeth Graham
	Even Superheroes	The Leaf Thief by Alice	Corderoy	Sims	Hide and Seek	and Mal Peet
	Have Bad Days by	Hemming			Under the Sea by	
	Shelly Becker		The Not-So-	Rapunzel by	Rick Sammon	What the
		The Very Last Leaf by	Perfect-Penguin	Stephanie		Ladybird Heard
	Billy's Bravery by	Stef Wade	by Steve	Stansbie	Elmer and Super El	at the Seaside by
	Tom Percival	L'iul A I D I	Smallman	6 0	by David Mckee	Julia Donaldson
	40 1 301	Little Acorn by Books	6 D I	Little Sunflower	N E' ' I I	N E' e'
	10 Little	Igloo	Snow Bear by	by Igloo Books	Non-Fiction books	Non-Fiction
	Superheroes by	Danie Caratar Iva Dani	Tony Mitton	New Cieties	on sea animals	books on the
	Mike Brownlow	Dear Santa by Rod	Nama Fiationa la condea	Non-Fiction		seaside
	Non-Fiction books	Campbell	Non-Fiction books on animals in	books on Spring		
	on people who	Non-Fiction books on	winter			
	help us	Diwali	wutte			
Beesley Class	Barbara throws a	Fox's Favourite	The Emperor's Egg	The Three Billy	The Snail and the	The Night Pirates
Book Focus	wobbler by Nadia	Autumn by Fiona	by Martin Jenkins	Goats Gruff	whale by Julia	by Peter Harris
DOOK TOCUS	Shireen	Barker & Christine	by Madi Jeruis	Oous Orag	Donaldson	by receivants
	Simear	Pym	Lost and Found	Jack and the	Donadon	Pirates wear
	Super Duper You	l gair	by Oliver Jeffers	Beanstalk	Tiddler by Julia	underpants by
	by Sophy Henn	Stanley's Stick by	ag cura eggas	B car to care	Donaldson	Claire Freedman
		John Hegley	Owl's Winter	The Gingerbread		
	A Little Bit Brave		Rescue by Anita	Man	Somebody	My Granny is a
	by Nicola Kinnear	The Christmas Pine by	Loughrey		swallowed Stanley	pirate
	d	Julia Donaldson	υ σ	Goldilocks and	by Sarah Roberts	By Val
	Superworm by		Penguin by Polly	the Three Bears		McDermid
	Julia Donaldson	Christmas Pumpkin by	Dunbar		Barry the fish with	
		Sue Hendra		Hansel and	fingers by Sue	Pirate Pete by
	Hello Autumn by			Gretel	Hendra & Paul	Kim Kennedy
	Jo Lindley				Linnet	_

	Clip for Drawing Club: Bananaman	Mog's Christmas Calamity by Judith Kerr The Diddle that Dummed by Kes Gray & Fred Blunt Clip for Drawing Club: Rama and Sita The Best Divali Ever by Sonali Shah How to catch a star by Oliver Jeffers	One Snowy Night by Nick Butterworth Hello Winter by Jo Lindley	Little Red Riding Hood Hello Spring by Jo Lindley		Hello Summer by Jo Lindley Clips for Drawing Club: Popeye Captain Pugwash
Pre-school Nursery Rhyme Focus	Twinkle, Twinkle little star	Five currant buns in a Baker's shop	Dr Foster went to Gloucester	Baa Baa black sheep	5 little speckled frogs	Five little men in a flying saucer
	Wind the bobbin up	It's raining, its pouring	Little Miss Muffet Dance thumbkin	Old Macdonald had a farm	Incy, Wincey Spider 5 little monkeys	Row, row, row your boat
	Humpty dumpty	Ring-a-ring of-Roses	dance	5 little ducks	jumping on the bed	
			5 little speckled frogs	Wiggly Woo Oats and beans and barley		
			When Goldilocks	grows		
	Handa ab seil dess	Numerous Discosses	went to the house		Dinosaurs	The hokey Cokey
Pacantian Numari	Heads, shoulders, knees and toes	Nursery Rhymes introduced as part of	of the bears The bear went	farm one day	I went to the	The big ship
Reception Nursery Rhyme focus (in addition to the Nursery Rhymes	Hickory, Dickory Dock	Nursery Rhyme week 2024	over the mountain	I can sing a rainbow (with Makaton actions)	animal fair The animals went in two by two	sails on the Ally- Ally-O!

covered in Pre- school)	Wheels on the bus		Teddy bear, teddy bear	Horsie, horsie don't you stop	Down in the jungle	Down at the station
	Hey Diddle, Diddle					
	Jack and Jill		The Grand Old Duke of York		Ten green bottles	A sailor went to sea sea sea
	If your happy and you know it.		Here we go round the mulberry bush			When I was
Communication and Language (C & L)	forth interactions from the conversations the commenting on who practitioners will but non-fiction, rhymes range of contexts, whildren share their	children's spoken langua om an early age form the ey have with adults and at children are interested ild children's language ef and poems, and then pro vill give children the oppo ideas with support and n pecome comfortable using	foundations for lang peers throughout the in or doing, and echo fectively. Reading frowiding them with exprending to thrive. The nodelling from their t	puage and cognitive day in a language ving back what they equently to children, tensive opportunitie ough conversation, eacher, and sensitiv	development. The numerich environment is crupt and with new vocabue and engaging them a story-telling and role per questioning that invi	nber and quality of ucial. By lary added, ctively in stories, w words in a lay, where
	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Following instructions Turn Taking	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'ptero Engage in story times	Use longer sentences of four to six words. Give opinion and share ideas with confidence in different situations Explain what has happened	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Respond and question Use full sentences	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Discussion with others. Predict what might happen	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and

	Share ideas and thoughts with adults and peers- using talk	Join in with songs and rhymes Listen to and talk about stories and rhymes				go on a bus you sit there I'll be the driver." Use a full vocabulary including technical language Use conjunctions in sentences
						Use past, present and future forms
Development (PD)	development of a ch with both objects ar support children to a skills provide the for precision helps with and play with small	riences develop increment ild's strength, co-ordinatind adults. By creating gardevelop their core strength undation for developing hand-eye coordination volvered activities, puzzles, children to develop profici	ion and positional ax mes and providing op 1, stability, balance, ealthy bodies and so vhich is later linked t , arts and crafts and	wareness through tu aportunities for play spatial awareness, o rcial and emotional o early literacy. Rep the practice of using	mmy time, crawling and both indoors and outo co-ordination and agili well-being. Fine motor eated and varied opport	nd play movement loors, adults can ity. Gross motor control and rtunities to explore
	Use large muscle movements to wave flags and streamers, paint and make marks Show a preference for a dominant hand	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills Use one handed tools and equipment	Go up steps and stairs or climb apparatus using alternate feet Skip, hop, stand on one leg and hold a pose for a game like musical	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills Start taking part in some group	Skip, hop, stand on one leg and hold a pose for a game like musical statues Continue to develop their movement, balancing, riding (scooters, trikes)	Skip, hop, stand on one leg and hold a pose for a game like musical statues Continue to develop their movement,
	Be increasingly independent as they get dresses and undressed for example putting	Use a comfortable grip with good control when holding pens and pencils Revise and refine the fundamental	Continue to develop their movement, balancing, riding	activities which they make up for themselves Develop the foundations for a handwriting	and ball skills Develop the foundations for a handwriting style which is fast,	balancing, riding (scooters, trikes) and ball skills Hold a pencil effectively

	coats on and doing up zips	movement skills- rolling, crawling, jumping, running, hopping, skipping and climbing Confidently and safely use a range of large and small apparatus indoors and outdoors alone in a group Develop small motor skills	(scooters, trikes) and ball skills Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Revise and refine the fundamental movement skills- rolling, crawling, jumping, running, hopping, skipping and climbing Confidently and safely use a range of large and small apparatus indoors and outdoors alone in a group	style which is fast, accurate and efficient Develop confidence, competence, precision and accuracy when engaging in activities involve a ball	accurate and efficient Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming	Use a range of small tools Begin to show accuracy and care when drawing Negotiate space and obstacles safely Move energetically such as running, jumping, dancing, hopping, skipping and climbing
			Develop small motor skills			
PSED	fundamental to the shape their social witheir own feelings themselves simple necessary. Through and manage persofriendships, co-operations of the shape the shape of the shape	l, social and emotional deveir cognitive development. world. Strong, warm and sand those of others. Childregoals, have confidence in the adult modelling and guid nal needs independently. Therate and resolve conflicts pool and in later life.	Underpinning their po supportive relationshiven should be support their own abilities, to lance, they will learn Through supported in	ersonal developmen ps with adults enab ted to manage emot persist and wait fo how to look after t teraction with other	t are the important attorile children to learn howing a positive want and their bodies, including be children they learn howe.	achments that w to understand e sense of self, set direct attention as realthy eating, w to make good

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own feelings celebrations to them. extending and elaborating play ideas. Fersonal hygiene support their overall health and rules Ten Ten Module 1: Created and Play with one or more children Personal hygiene to them. extending and elaborating play ideas. Find solutions to consider the overall health and find rivalries. For example, Develop appropriate ways personal hygiene Know and talk about the different feelings and consider the overall health and frivalries. For example, accepting that myHappymind myHappymind healthy eating - healthy eating - appropriate ways Module 5 Engage Too them. Personal hygiene Know and talk about the different feelings and consider the overall health and rivalries. For example, accepting that myHappymind myHappymind on too too the sum of the feelings of others. Ten Ten Module 1: Created and loved by God Personal hygiene About the different feelings and consider the overall health and frivalries. For example, accepting that myHappymind myHappymind on too too the sum of the feelings of others. The Ten Ten overall health and for example, accepting that myHappymind on too too the sum of the feelings of the sum of the feelings and consider the overall health and for example, accepting that myHappymind on the feelings and consider the overall health and fee						O .	challenge
Begin to with one or more children are child					•		
Begin to understand the understand the classroom/school rules Ten Ten Module 1: Created and Play with one or more children Ten Increasingly follow rules, understanding why they are important placed by God Povelop accepting that accepting that appropriate ways into everyone can more children Increasingly follow rules, for accepting that accepting the accepting that accepting the accepting that accepting that accepting that accepting that	owr	n feelings	celebrations	to them.	0	Personal hygiene	
understand the classroom/school rules Ten Ten Module 1: Created and Play with one or more children Module 1: Created and more children Module 2 Celebrate Jollow rules, understanding why they are important rivalries. For example, Develop accepting that accepting that appropriate ways not everyone can Module 5 Engage Support their overall health and consider the feelings of others wellbeing: - regular physical accepting that myHappymind - healthy eating -					0		00
classroom/school rules Ten Ten Module 1: Created and Play with one or more children More children Module 1: Created and loved by God Module 3: Created and loved by God Module 5 Engage Module 5 Engage Module 5 Engage Ten Ten Why they are important rivalries. For example, Accepting that accepting that myHappymind hodule 5 Engage Toothbrushing				0	ideas.		U
rules Ten Ten Why they are important rivalries. For example, accepting that more children by God appropriate ways not everyone can Module 5 Engage toothbrushing			Module 2 Celebrate	•		o o	
Module 1: Created and loved by God example, more children Module 1: Created and loved by God Develop accepting that *myHappymind - healthy eating - appropriate ways not everyone can Module 5 Engage toothbrushing				0			
Play with one or more children loved by God Develop accepting that more children appropriate ways not everyone can Module 5 Engage toothbrushing	rule	28/		0	U	feelings of others	o contract of the contract of
more children Develop accepting that *myHappymind - healthy eating - appropriate ways not everyone can Module 5 Engage toothbrushing				important			
appropriate ways not everyone can Module 5 Engage toothbrushing "	I	•	loved by God				U
	mor	re children			. 0	0 110	o o
						Module 5 Engage	U
				0			
*myHappymind assertive. the game, and Ten Ten amounts of 'screen					•		U
Module 1 Meet Talk about their suggesting other Module 3: Created time'					0		
your Brain feelings using ideas. to live in - having a good	you	ır Brain			ideas.		o o
words like community sleep routine						community	
'happy', 'sad', Select and use - being a safe				'happy', 'sad',			o o
Ten Ten activities and pedestrian	Ten	Ten			activities and		pedestrian

	Module 1: Created		'angry' or	resources, with		
	and loved by God		'worried'.	help when		Ten Ten
			77 077 000 7	needed. This		Module 3: Created
			Understand	helps them to		to live in
			gradually how	achieve a goal		community
			others might be	they have chosen,		oon united to g
			feeling.	or one which is		
			Jeeu ig.	suggested to		
			Be increasingly	them.		
			independent in	G. Server		
			meeting their	*myHappymind		
			own care needs,	Module 4 Relate		
			using the toilet,	7 7 6 6 6 6 7 7 6 6 6 6 6 6 6 6 6 6 6 6		
			washing and	Ten Ten		
			drying their	Module 2:		
			hands thoroughly			
				others		
			*myHappymind			
			Module 3			
			Appreciate			
			Ten Ten			
			Module 2:			
			Created to love			
			others			
Literacy (L)	It is crucial for child	lren to develop a life-long	love of reading. Rea	ding consists of two	r dimensions: langua	ge comprehension
0 . ,		_anguage comprehension				
		ldren about the world aro				
		ıs and songs together. Ski				
	pronunciation of un	familiar printed words (d	ecoding) and the spe	edy recognition of f	amiliar printed words	. Writing involves
	transcription (spelli	ng and handwriting) and	composition (articula	ating ideas and stru	cturing them in speed	h, before writing).
	Developing fine	Begin phase 1 phonics	Continue phase 1	Continue phase 1	Continue phase 1	Continue phase 1
	motor and mark	(Red Rose Scheme)	phonics (Red Rose	phonics (Red	phonics (Red Rose	phonics (Red
	making skills		Scheme)	Rose Scheme)	Scheme)	Rose Scheme)
	through	Developing fine motor				
	continuous	and mark making	Developing fine	Developing fine	Developing fine	Developing fine
	provision	skills through	motor and mark	motor and mark	motor and mark	motor and mark
		continuous provision	making skills	making skills	making skills	making skills
		·	through	through		through

Develop sound	Continue to develop	continuous	continuous	through continuous	continuous
recognition	sound recognition through recognising	provision	provision	provision	provision
Join in with	the initial sound of	Continue to	Develop letter	Initiate emergent	Develop
stories rhymes and	names	develop sound	recognition	writing through	emergent writing
songs		recognition	through the use	name writing	through name
	Encourage retelling of	through	of initial sounds	practice	writing practice
Daily story and	stories through play	recognising the			
nursery rhyme		initial sound of	Phase 3 phonics	Continue	Continue
time	Continue phase 2	names and other		development of	development of
	phonics	words that have	Read simple	letter recognition	letter recognition
Begin phase 2		the same initial	phrases and	and initiate letter	and formation
phonics (Red Rose	Write some letters	sound	sentences	formation practice	
Scheme)	accurately				Phase 3/4
		Phase 2/3	Write labels and	Phase 3/4 phonics	phonics
Discrimination of	Developing phonogical	phonics	captions		
sounds developing	awareness recognize			Read captions and	Read aloud
phonological	words with the same	Write some letters	Begin to write	sentences	simple sentences
awareness	initial sounds	accurately	words by		including some
			segmenting the	Use and understand	common
Recognise words	Writing initial sounds	Initial sounds and	sounds in words	new vocabulary	exception words
that have the	and basic CVC labels	CVC labels		from stories, poems	
same initial	- "	(extend to		and non fiction	Write simple
sounds	Retell stories through	captions)	Form lower-case		sentences-
	small world and role		letters correctly	Discuss what they	including finger
Give meaning to	play	Sequence and		know/ have found	spaces, capital
the marks they	6 11 11 11 11 11 11	retell stories		out	letter, full stops
make	Read individual letters	111.11			
1111	by saying the sounds	Write some or all		Draw vocabulary	Use and
Write some letters	of them	of their name		and knowledge	understand new
in their name	and the second second	6 1: 1: 1:		from non fiction	vocabulary from
Ethiopia 11	Understand that print	Read individual		and use throughout	songs and
Fine motor- pencil	has meaning and we	letters by saying		the day in different	stories
control	read English from left	the sounds of		contexts	6
Listan karatauta	to right	them		Fame and test late.	Sequence and
Listen to stories	\\\\	Describe constant		Form capital letters	retell stories
and retell	Write some or all of	Describe events in		correctly	De model I I
	their name	familiar stories			Re-read what
					they have

		and predict events		Begin to write short	written to check
		(join in)		sentences with	it makes sense
				words with known	
		Blend sounds in		letter-sound	Anticipate key
		words so they can		correspondences	events in stories
		read short words		using a capital	
				letter and full stop,	
		Be able to name			
		different parts of		Read a few	
		a book		common exception	
				words inline with	
	prounding in number is			Red Rose Phonics	
is important that th areas of mathematic	op a secure base of know e curriculum includes rich cs including shape, space	n opportunities for chi e and measures. It is	ildren to develop the important that child	ir spatial reasoning sk Iren develop positive at	ills across all ttitudes and
			connections, 'have	a go', talk to adults ar	nd peers about
what they notice an	d not be afraid to make 1	mistakes.		-	·
what they notice an Baseline	d not be afraid to make I Shape, space and	mistakes. Pattern 2: Join in	Counting 4: Take	Shape, Space and	Pattern 6:My
what they notice an	d not be afraid to make I Shape, space and measure 1: Explore	mistakes.		Shape, Space and measure 5: Start to	·
what they notice an Baseline assessments	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and	mistakes. Pattern 2: Join in with repeats	Counting 4: Take and give 1,2,3.	Shape, Space and	Pattern 6:My own pattern
what they notice an Baseline assessments Comparison 1:	d not be afraid to make I Shape, space and measure 1: Explore	mistakes. Pattern 2: Join in	Counting 4: Take	Shape, Space and measure 5: Start to puzzle	Pattern 6:My own pattern
what they notice an Baseline assessments	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and	Pattern 2: Join in with repeats Shape, space and	Counting 4: Take and give 1,2,3. Shape, space	Shape, Space and measure 5: Start to	Pattern 6:My own pattern Counting 6: Stop
what they notice and Baseline assessments Comparison 1: More than, fewer	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and objects	Pattern 2: Join in with repeats Shape, space and measure 2:	Counting 4: Take and give 1,2,3. Shape, space and measure 4:	Shape, Space and measure 5: Start to puzzle Pattern 5:Making	Pattern 6:My own pattern Counting 6: Stop
what they notice and Baseline assessments Comparison 1: More than, fewer	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push	Shape, Space and measure 5: Start to puzzle Pattern 5:Making	Pattern 6:My own pattern Counting 6: Stop at 1,2,3,4,5
what they notice and Baseline assessments Comparison 1: More than, fewer than, same	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats Counting 1: Hear and	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together	Pattern 6:My own pattern Counting 6: Stop at 1,2,3,4,5 Comparison 3:
what they notice an Baseline assessments Comparison 1: More than, fewer than, same Baseline assessments	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push and pull	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together Subitising 4:Make games and actions	Pattern 6:My own pattern Counting 6: Stop at 1,2,3,4,5 Comparison 3: Match, sort and compare
what they notice and Baseline assessments Comparison 1: More than, fewer than, same Baseline	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats Counting 1:Hear and say number names	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space Subitising 2: Show me 1,2,3	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push and pull Subitising 3:	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together Subitising 4:Make	Pattern 6:My own pattern Counting 6: Stop at 1,2,3,4,5 Comparison 3: Match, sort and compare Composition - of
what they notice and Baseline assessments Comparison 1: More than, fewer than, same Baseline assessments Subitising within 3	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats Counting 1:Hear and say number names Counting 2: Begin to	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space Subitising 2: Show me 1,2,3 Counting 3: Move	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together Subitising 4:Make games and actions	Pattern 6:My own pattern Counting 6: Stor at 1,2,3,4,5 Comparison 3: Match, sort and compare Composition - of 10 Comparison -
what they notice and Baseline assessments Comparison 1: More than, fewer than, same Baseline assessments Subitising within 3 Focus on counting	d not be afraid to make I Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats Counting 1:Hear and say number names	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space Subitising 2: Show me 1,2,3	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison 2:Compare and	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together Subitising 4:Make games and actions Counting 5: Show me 5.	Pattern 6:My own pattern Counting 6: Stop at 1,2,3,4,5 Comparison 3: Match, sort and compare Composition - of 10 Comparison - linked to
what they notice and Baseline assessments Comparison 1: More than, fewer than, same Baseline assessments Subitising within 3	d not be afraid to make to Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats Counting 1:Hear and say number names Counting 2: Begin to order number names	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space Subitising 2: Show me 1,2,3 Counting 3: Move and label 1,2,3	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together Subitising 4:Make games and actions Counting 5: Show me 5. Doubles – explore	Pattern 6:My own pattern Counting 6: Stor at 1,2,3,4,5 Comparison 3: Match, sort and compare Composition - of 10 Comparison - linked to ordinality
what they notice and Baseline assessments Comparison 1: More than, fewer than, same Baseline assessments Subitising within 3 Focus on counting skills	d not be afraid to make to Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats Counting 1: Hear and say number names Counting 2: Begin to order number names Subitising 1: I see	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space Subitising 2: Show me 1,2,3 Counting 3: Move and label 1,2,3 Shape, space and	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison 2:Compare and sort collections	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together Subitising 4:Make games and actions Counting 5: Show me 5. Doubles – explore how some numbers	Pattern 6:My own pattern Counting 6: Stor at 1,2,3,4,5 Comparison 3: Match, sort and compare Composition - of 10 Comparison - linked to ordinality
what they notice and Baseline assessments Comparison 1: More than, fewer than, same Baseline assessments Subitising within 3 Focus on counting skills Explore how all	d not be afraid to make to Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats Counting 1:Hear and say number names Counting 2: Begin to order number names	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space Subitising 2: Show me 1,2,3 Counting 3: Move and label 1,2,3 Shape, space and measure 3:Explore	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison 2:Compare and sort collections Pattern 4: Lead	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together Subitising 4:Make games and actions Counting 5: Show me 5. Doubles – explore how some numbers can be made with 2	Pattern 6:My own pattern Counting 6: Stop at 1,2,3,4,5 Comparison 3: Match, sort and compare Composition - of 10 Comparison - linked to ordinality Play track game
what they notice and Baseline assessments Comparison 1: More than, fewer than, same Baseline assessments Subitising within 3 Focus on counting skills	d not be afraid to make to Shape, space and measure 1: Explore and build shapes and objects Pattern 1: Explore repeats Counting 1: Hear and say number names Counting 2: Begin to order number names Subitising 1: I see	Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space Subitising 2: Show me 1,2,3 Counting 3: Move and label 1,2,3 Shape, space and	Counting 4: Take and give 1,2,3. Shape, space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison 2:Compare and sort collections	Shape, Space and measure 5: Start to puzzle Pattern 5:Making patterns together Subitising 4:Make games and actions Counting 5: Show me 5. Doubles – explore how some numbers	Pattern 6:My own pattern Counting 6: Stop at 1,2,3,4,5 Comparison 3: Match, sort and compare Composition - of 10 Comparison - linked to

routes

of 1s

	Focus on composition	Pattern 2: Explore	Focus on 6 and 7	Sorting numbers	Introduce the
	of 3 and 4	patterns	as '5 and a bit'	according to attributes - odd and	rekenrek
	Subitise objects and	Explore the	Compare sets	even numbers	Review and
	sound	concept of 'whole'	and use		assess:
		and 'part'	language of	Counting – larger	Automatic recall
	Comparison of sets -	Familia da	comparison:	sets and things that	of bonds to 5
	'just by looking' Use	Focus on the	more than, fewer	cannot be seen	Carron anitian all
	the language of comparison: more	composition of 3, 4 and 5	than, an equal number to	Subitising – to 6,	Composition of numbers to 10
	than and fewer than	4 4 4 4 4 4 4	Make unequal	including in	numbers w 10
	duit did jewer duit	Practice object	sets equal	structured	Comparison
	Focus on counting	counting skills	Jaw Eymu	arrangements	2011qui woit
	skills Focus on the	Match numerals	Focus on the		Number patterns
	'five-ness of 5' using	to quantities	'staircase'	Composition – '5	
	one hand and the die	within 10 Verbal	pattern and	and a bit'	Counting
	pattern for 5	counting beyond	ordering		v
		20	numbers	Shape, Space and	Shape, Space
	Circles and triangles			measure:	and measure:
		Subitise within 5	Focus on	Manipulate,	Visualise, map
	Comparison of sets -	focusing on die	ordering of	compose and	and build
	by matching	patterns Match	numbers to 8	decompose	
		numerals to	Use language of		
	Shapes with 4 sides	quantities within 5	less than		
	Use the language of	3	Focus on 7		
	comparison: more	Counting – focus	1 0000 010 1		
	than, fewer than, an	on ordinality and	Exploring 3D		
	equal number	the 'staircase'	shapes		
	,	pattern See that	•		
		each number is			
		one more than the			
		previous number			
		_			
		Focus on 5			
		Exploring 2D			
		shapes			
		Julia			
l l					

Understanding the World (UTW)

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.

PLAN Unit:
<u>Humans</u>
Use all their
senses in hands-
on exploration of
natural materials
Begin to make
sense of their own
life-story and
family's history
Understand the
key features of the
life cycle of a
plant and an
animal

Explore natural materials, indoors and outside

Begin to make sense of their own life story and family's history.

Describe what they see, hear and feel whilst outside (whilst looking at seasonal changes) hension.

PLAN Unit: Living
things and their
habitats
Use all their senses in
hands- on exploration
of natural materials
Explore collections of
materials with similar
and/or different
properties
Begin to understand
the need to respect
and care for the
natural environment

Make connections between the features of their family and other families.

and all living things

Notice differences between people.

Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk

Talk about what they see using a wide vocabulary

PLAN Unit: Materials including changing materials Use their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about the differences between materials and changes they notice.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

PLAN unit: **Plants** Plant seeds and care for growing plants Understand the key features of the life cycle of a plant Begin to understand the need to respect and care for the natural environment and all living things Use all their senses in handson explorations of natural materials Explore collections of materials with similar and/or different properties

Show interest in different occupations

PLAN unit:
Animals, excluding humans
Understand the key features of the life cycle of an animal

Begin to understand the need to respect and care for the natural environment and all living things

Explore the natural world around them, making observation and drawing animals and plants

PLAN Unit:
Seasonal Changes
Understand
changes in the
natural world
around them
including the
seasons
Explore the natural
world around them
Describe what they
see, hear and feel
whilst outside

PLAN Unit:
Forces
Explore how
things work
Explore and talk
about different
forces they feel
Talk about
differences
between
materials and
changes they

Show interest in different occupations

notice

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps

Talk about the lives of people around them and

<u>Plan Unit:</u>	about the differences		PLAN Unit:		their roles in
<u>Humans</u>	they have experienced	Recognise some	Animals,	PLAN Unit: Living	society
Talk about	or seen in photos.	similarities and	excluding	things and their	
members of their	'	differences	<u>humans</u>	<u>habitats</u>	Explains some
immediate family	Understand that some	between life in	Recognise some	Draw information	similarities and
and community	places are special to	this country and	environments	from a simple map	differences
· ·	members of their	life in other	that are different	Explore the natural	between life in
Name and	community.	countries	to the one in	world around them	this country and
describe people	·		which they live	Describe what they	life in other
who are familiar	Recognise that people	Understand that		see, hear and feel	countries
to them.	have different beliefs	some places are	PLAN Unit:	whilst outside	
	and celebrate special	special to member	<u>Seasonal</u>	Recognise some	PLAN Unit:
	times in different	of their	<u>Changes</u>	environments that	<u>Seasonal</u>
	ways.	community	Explore the	are different to the	<u>Changes</u>
	*Oral Health	, and the second	natural world	one in which they	Understand the
		<u>Plan Unit:</u>	around them	live	effect of
	PLAN Unit: Seasonal	<u>Materials,</u>	Describe what		changing
	<u>Changes</u>	<u>including</u>	they see, hear		seasons on the
	Understand the effect	<u>changing</u>	and feel whilst		natural world
	of changing seasons	<u>materials</u>	outside.		around them
	on the natural world	Explore the			Explore the
	around them	natural world	Comment on		natural world
	Explore the natural	around them	images of		around them
	world around them	Describe what	familiar		Describe what
	Describe what they	they see, hear and	situations in the		they see, hear
	see, hear and feel	feel whilst outside	past		and feel whilst
	whilst outside				outside
		PLAN Unit:	Compare and		
	PLAN Unit: Sound	Seasonal Changes	contrast		PLAN Unit:
	Describe what they	Understand the	characters from		<u>Forces</u>
	see, hear and feel	effect of changing	stories, including		Explore the
	whilst outside	seasons on the	figures from the		natural world
		natural world	past		around them.
		around them			Describe what
		Explore the			they see, hear
		natural world			and feel whilst
		around them			outside

			Describe what they see, hear and feel whilst outside					
Expressive Arts and Design (EAD)	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.							
	Enjoy and take	Express ideas and	Join in with	Explore different	Take part in simple	Explore different		
	part in action	feelings through	songs and	materials, using	pretend play, using	materials, using		
	songs, such as	making marks, and	rhymes, making	all their senses to	an object to	all their senses		
	'Twinkle, Twinkle	sometimes give a	some sounds.	investigate them.	represent something	to investigate		
	Little Star'.	meaning to the marks		Manipulate and	else even though	them.		
		they make	Make rhythmical	play with	they are not similar	Manipulate and		
	Start to make		and repetitive	different		play with		
	marks	Join in with songs	sounds.	materials	Notice patterns with	different		
	intentionally.	and rhymes, making			strong contrasts	materials.		
		some sounds.	Explore a range of	Anticipate	and be attracted by			
	Explore paint,	Show attention to	sound-makers	phrases and	patterns resembling	Use their		
	using fingers and	sounds and music	and instruments	actions in	the human face.	imagination as		
	other parts of their		and play them in	rhymes and	Start to make	they consider		
	bodies as well as	Make imaginative and	different ways	songs, like	marks intentionally.	what they can		
	brushes and other	complex 'small worlds'		'Рееро'.		do with different		
	tools.	with blocks and	Start to develop		Explore paint, using	materials.		
		construction kits, such	pretend play,	Explore their	fingers and other			
	Drawing -	as a city with different	pretending that	voices and enjoy	parts of their bodies	Make rhythmical		
	Marvelous Marks	buildings and a park.	one object	making sounds.	as well as brushes	and repetitive		
	Unit		represents		and other tools.	sounds.		
		Explore different	another. For	Sing the pitch of				
	Draw with	materials freely, to	example, a child	a tone sung by	Sculpture and 3D	Explore a range		
	increasing	develop their ideas	holds a wooden	another person	Creative Station	of sound-makers		
	complexity and	about how to use	block to her ear	('pitch match').	Unit	and instruments		
	detail, such as	them and what to	and pretends it's			and play them in		
	representing a face	make.	a phone.	Sing the melodic	Listen attentively,	different ways		
	with a circle and			shape (moving	move to and talk			
	including details	Develop their own	Painting and	melody, such as	about music,	Explore, use and		
		ideas and then decide	Mixed media-	up and down,	expressing their	refine a variety		

increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Take part in simple pretend play, using an object to represent though they are not similar thoughts from though they are not similar expressing their thought sound feelings. Take part in simple pretend play, using an object to represent though they are not similar expressing a Remember and sing entire songs. Explore colour and colour-mixing. Take part in simple pretend play, using an object to represent the trough they are not similar. Explore colour and colour-mixing. Remember and sing entire songs. Explore colour and colour-mixing. Remember and sing entire songs. Explore colour and colour-mixing. Remember and sing entire songs. Explore colour and colour-mixing. Remember and sing entire songs. Explore colour and colour-mixing. Remember and sing entire songs. Explore colour and colour-mixing. Remember and sing entire songs. Play instruments, with interacting control to express their deas and play feelings and increasingly matching the pitch and following the matching the pitch and foll	L	Listen with	which materials to use	Paint my world	down and up) of	feelings and	of artistic effects
Respond to what they have heard, expressing their thoughts and feelings Respond to what they have heard, expressing their thoughts and feelings Respond to what they have heard, expressing their thoughts and feelings Respond to what they have heard, expressing their thoughts and feelings Respond to what they have heard, expressing their thoughts and feelings and play to the express their feelings and play to the express their feelings and pointings, like happiness, sadness, fear etc. Take part in simple pretend, play, using an object to represent something else even though they are not similar. Explore colour and colour mixing. Remember and sing entire songs Remember and sing entire songs. Explore colour and colour with increasing the feelings and education their own, increasingly, matching the pitch and following the melody that increasing complexity and detail, such as representing a flace with a circle and including details. Explore colour and colour with increasing the playing matching the pitch and following the melody, sharing ideas, resources and skills trots and techniques even though they are not similar. Explore colour and colour mixing. Remember and sing entire songs.			to express them	Unit	familiar songs.	responses.	•
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Early Learning Goals for the end of year (Reception)							Tryries
			Early Learnina Go	als for the end of ued	ır (Reception)		

Communication	Personal, Social	Physical Development	Literacy	Mathematics	Understanding the	Expressive Arts
and Language	and Emotional	0	0		World	and Design
	Development					V
ELG: Listening,	ELG: Self-	ELG: Gross Motor	ELG:	ELG: Number	ELG: Past and	ELG: Creating
Attention and	Regulation Show	Skills Negotiate space	Comprehension	Have a deep	Present Talk about	with Materials
Understanding	an understanding	and obstacles safely,	Demonstrate	understanding of	the lives of the	Safely use and
Listen attentively	of their own	with consideration for	understanding of	number to 10,	people around them	explore a variety
and respond to	feelings and those	themselves and others.	what has been	including the	and their roles in	of materials,
what they hear	of others, and	Demonstrate strength,	read to them by	composition of	society. Know some	tools and
with relevant	begin to regulate	balance and	retelling stories	each number;	similarities and	techniques,
questions,	their behaviour	coordination when	and narratives	Subitise	differences between	experimenting
comments and	accordingly. Set	playing. Move	using their own	(recognise	things in the past	with colour,
actions when	and work towards	energetically, such as	words and	quantities	and now, drawing	design, texture,
being read to and	simple goals,	running, jumping,	recently	without	on their experiences	form and
during whole	being able to wait	dancing, hopping,	introduced	counting) up to	and what has been	function. Share
class discussions	for what they	skipping and climbing.	vocabulary.	5; -	read in class.	their creations,
and small group	want and control		Anticipate –	Automatically	Understand the past	explaining the
interactions Make	their immediate	ELG: Fine Motor Skills	where appropriate	recall (without	through settings,	process they
comments about	impulses when	Hold a pencil	– key events in	reference to	characters and	have used; -
what they have	appropriate. Give	effectively in	stories. Use and	rhymes, counting	events encountered	Make use of
heard and ask	focused attention	preparation for fluent	understand	or other aids)	in books read in	props and
questions to	to what the	writing – using the	recently	number bonds	class and	materials when
clarify their	teacher says,	tripod grip in almost	introduced	up to 5	storytelling.	role playing
understanding	responding	all cases. Use a range	vocabulary during	(including		characters in
Hold conversation	appropriately even	of small tools,	discussions about	subtraction	ELG: People,	narratives and
when engaged in	when engaged in	including scissors,	stories, non-	facts) and some	Culture and	stories.
back-and-forth	activity, and show	paint brushes and	fiction, rhymes	number bonds to	Communities	
exchanges with	an ability to	cutlery. Begin to show	and poems and	10, including	Describe their	ELG: Being
their teacher and	follow instructions	accuracy and care	during role-play.	double facts.	immediate	Imaginative and
peers	involving several	when drawing.	ELG: Word		environment using	Expressive
	ideas or actions.		Reading Say a	ELG: Numerical	knowledge from	Invent, adapt
ELG: Speaking			sound for each	Patterns Verbally	observation,	and recount
Participate in	ELG: Managing		letter in the	count beyond	discussion, stories,	narratives and
small group, class	Self Be confident		alphabet and at	20, recognising	non-fiction texts	stories with
and oneto-one	to try new		least 10 digraphs.	the pattern of the	and maps. Know	peers and their
discussions,	activities and		Read words	counting system;	some similarities	teacher. Sing a
offering their own	show		consistent with	- Compare	and differences	range of well-
ideas, using	independence,		their phonic	quantities up to	between different	known nursery
recently	resilience and		knowledge by	10 in different	religious and	rhymes and

introduced perseverance in the sound-blending. contexts, cultural songs; Perform lace of challenge. vocabulary. Offer Read aloud simple recognising communities in this songs, rhymes, Explain the explanations for sentences and when one country, drawing poems and why things might reasons for rules, on their experiences books that are quantity is stories with happen, making know right from and what has been consistent with greater than, less others, and wrong and try to use of recently their phonic when than or the same read in class. introduced behave knowledge, as the other Explain some appropriate - try vocabulary from accordingly. including some similarities and to move in time quantity. Explore stories, non-Manage their own and represent common differences between with music. basic hygiene and patterns within life in this country fiction, rhymes exception words. and poems when personal needs, ELG: Writing numbers up to and life in other appropriate. including dressing, Write recognisable 10, including countries, drawing going to the toilet evens and odds, Express their letters, most of on knowledge from and understanding which are double facts and stories, non-fiction ideas and feelings about their the importance of correctly formed. how quantities texts and - when experiences using healthy lood Spell words by can be appropriate identifying full sentences, choices. distributed maps. including use of sounds in them equally. past, present and ELG: Building and representing ELG: The Natural future tenses and Relationships the sounds with a World Explore the making use of Work and play letter or letters. natural world conjunctions, with cooperatively and around them, Write simple modelling and take turns with phrases and making support from their others. Form observations and sentences that can teacher. be read by others drawing pictures of positive animals and plants. attachments to adults and Know some friendships with similarities and peers;. Show differences between sensitivity to their the natural world own and to others' around them and needs. 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	