

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- 1 st November 2024 Bonfire Night 5 th November 2024 Remembrance Day-11 th November 2024 World Nursery Rhyme Week 11-15 th November 2024 SMSB Christmas Jumper Day -18 th 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 Nicola Baxter	Commotion in the Ocean by Giles Andreae	10 Little Pirates by Mike Brownlow

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

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

covered in Pre-school)	<p>Wheels on the bus</p> <p>Hey Diddle, Diddle</p> <p>Jack and Jill</p> <p>If your happy, and you know it.</p>		<p>Teddy bear, teddy bear</p> <p>The Grand Old Duke of York</p> <p>Here we go round the mulberry bush</p>	<p>Horsie, horsie don't you stop</p>	<p>Down in the jungle</p> <p>Ten green bottles</p>	<p>Down at the station</p> <p>A sailor went to sea sea sea</p> <p>When I was one...</p>
Communication and Language (C & L)	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Following instructions</p> <p>Turn Taking</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'ptero' <p>Engage in story times</p>	<p>Use longer sentences of four to six words.</p> <p>Give opinion and share ideas with confidence in different situations</p> <p>Explain what has happened</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Respond and question</p> <p>Use full sentences</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Discussion with others</p> <p>Predict what might happen</p>	<p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's</p>	

	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.
Physical Development (PD)	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Use large muscle movements to wave flags and streamers, paint and make marks Show a preference for a dominant hand Be increasingly independent as they get dresses and undressed for example putting	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills Use one handed tools and equipment Use a comfortable grip with good control when holding pens and pencils Revise and refine the fundamental	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 statues Continue to develop their movement, balancing, riding	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills Start taking part in some group activities which they make up for themselves Develop the foundations for a handwriting	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) and ball skills Develop the foundations for a handwriting style which is fast,	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) and ball skills Hold a pencil effectively

	<p>coats on and doing up zips</p>	<p>movement skills- rolling, crawling, jumping, running, hopping, skipping and climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors alone in a group</p> <p>Develop small motor skills</p>	<p>(scooters, trikes) and ball skills</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Revise and refine the fundamental movement skills- rolling, crawling, jumping, running, hopping, skipping and climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors alone in a group</p> <p>Develop small motor skills</p>	<p>style which is fast, accurate and efficient</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities involve a ball</p>	<p>accurate and efficient</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p>	<p>Use a range of small tools</p> <p>Begin to show accuracy and care when drawing</p> <p>Negotiate space and obstacles safely</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p>
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PSED Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Be increasingly independent in meeting their own needs</p> <p>Talk about their own feelings</p> <p>Begin to understand the classroom/school rules</p> <p>Play with one or more children</p> <p>*myHappymind Module 1 Meet your Brain</p> <p>Ten Ten</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Activities/Experiences: Antibullying week – what makes a good friend, friendship jar. Experience and talk about other children’s traditions and celebrations</p> <p>*myHappymind Module 2 Celebrate</p> <p>Ten Ten Module 1: Created and loved by God</p>	<p>Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Develop appropriate ways of being assertive. Talk about their feelings using words like ‘happy’, ‘sad’,</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Select and use activities and</p>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs. - Personal hygiene</p> <p>Express their feelings and consider the feelings of others</p> <p>*myHappymind Module 5 Engage</p> <p>Ten Ten Module 3: Created to live in community</p>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian
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	Module 1: Created and loved by God		<p>'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, using the toilet, washing and drying their hands thoroughly</p> <p>*myHappyMind Module 3 Appreciate</p> <p>Ten Ten Module 2: Created to love others</p>	<p>resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>*myHappyMind Module 4 Relate</p> <p>Ten Ten Module 2: Created to love others</p>		Ten Ten Module 3: Created to live in community
Literacy (L)	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
Developing fine motor and mark making skills through continuous provision	<p>Begin phase 1 phonics (Red Rose Scheme)</p> <p>Developing fine motor and mark making skills through continuous provision</p>	<p>Continue phase 1 phonics (Red Rose Scheme)</p> <p>Developing fine motor and mark making skills through</p>	<p>Continue phase 1 phonics (Red Rose Scheme)</p> <p>Developing fine motor and mark making skills through</p>	<p>Continue phase 1 phonics (Red Rose Scheme)</p> <p>Developing fine motor and mark making skills through</p>	<p>Continue phase 1 phonics (Red Rose Scheme)</p> <p>Developing fine motor and mark making skills through</p>	

<p>Develop sound recognition</p> <p>Join in with stories rhymes and songs</p> <p>Daily story and nursery rhyme time</p> <p>Begin phase 2 phonics (Red Rose Scheme)</p> <p>Discrimination of sounds developing phonological awareness</p> <p>Recognise words that have the same initial sounds</p> <p>Give meaning to the marks they make</p> <p>Write some letters in their name</p> <p>Fine motor- pencil control</p> <p>Listen to stories and retell</p>	<p>Continue to develop sound recognition through recognising the initial sound of names</p> <p>Encourage retelling of stories through play</p> <p>Continue phase 2 phonics</p> <p>Write some letters accurately</p> <p>Developing phonological awareness recognize words with the same initial sounds</p> <p>Writing initial sounds and basic CVC labels</p> <p>Retell stories through small world and role play</p> <p>Read individual letters by saying the sounds of them</p> <p>Understand that print has meaning and we read English from left to right</p> <p>Write some or all of their name</p>	<p>continuous provision</p> <p>Continue to develop sound recognition through recognising the initial sound of names and other words that have the same initial sound</p> <p>Phase 2/ 3 phonics</p> <p>Write some letters accurately</p> <p>Initial sounds and CVC labels (extend to captions)</p> <p>Sequence and retell stories</p> <p>Write some or all of their name</p> <p>Read individual letters by saying the sounds of them</p> <p>Describe events in familiar stories</p>	<p>continuous provision</p> <p>Develop letter recognition through the use of initial sounds</p> <p>Phase 3 phonics</p> <p>Read simple phrases and sentences</p> <p>Write labels and captions</p> <p>Begin to write words by segmenting the sounds in words</p> <p>Form lower-case letters correctly</p>	<p>through continuous provision</p> <p>Initiate emergent writing through name writing practice</p> <p>Continue development of letter recognition and initiate letter formation practice</p> <p>Phase 3/ 4 phonics</p> <p>Read captions and sentences</p> <p>Use and understand new vocabulary from stories, poems and non fiction</p> <p>Discuss what they know/ have found out</p> <p>Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts</p> <p>Form capital letters correctly</p>	<p>continuous provision</p> <p>Develop emergent writing through name writing practice</p> <p>Continue development of letter recognition and formation</p> <p>Phase 3/4 phonics</p> <p>Read aloud simple sentences including some common exception words</p> <p>Write simple sentences- including finger spaces, capital letter, full stops</p> <p>Use and understand new vocabulary from songs and stories</p> <p>Sequence and retell stories</p> <p>Re-read what they have</p>
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			<p>and predict events (join in)</p> <p>Blend sounds in words so they can read short words</p> <p>Be able to name different parts of a book</p>		<p>Begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop,</p> <p>Read a few common exception words inline with Red Rose Phonics</p>	<p>written to check it makes sense</p> <p>Anticipate key events in stories</p>
Mathematics (M)	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Baseline assessments</p> <p>Comparison 1: More than, fewer than, same</p> <p>Baseline assessments</p> <p>Subitising within 3</p> <p>Focus on counting skills</p> <p>Explore how all numbers are made of 1s</p>	<p>Shape, space and measure 1: Explore and build shapes and objects</p> <p>Pattern 1: Explore repeats</p> <p>Counting 1: Hear and say number names</p> <p>Counting 2: Begin to order number names</p> <p>Subitising 1: I see 1,2,3</p>	<p>Pattern 2: Join in with repeats</p> <p>Shape, space and measure 2: Explore position and space</p> <p>Subitising 2: Show me 1,2,3</p> <p>Counting 3: Move and label 1,2,3</p> <p>Shape, space and measure 3: Explore position and routes</p>	<p>Counting 4: Take and give 1,2,3.</p> <p>Shape, space and measure 4: Match, talk, push and pull</p> <p>Subitising 3: Talk about dots</p> <p>Comparison 2: Compare and sort collections</p> <p>Pattern 4: Lead on own repeats</p>	<p>Shape, Space and measure 5: Start to puzzle</p> <p>Pattern 5: Making patterns together</p> <p>Subitising 4: Make games and actions</p> <p>Counting 5: Show me 5.</p> <p>Doubles - explore how some numbers can be made with 2 equal parts</p>	<p>Pattern 6: My own pattern</p> <p>Counting 6: Stop at 1,2,3,4,5</p> <p>Comparison 3: Match, sort and compare</p> <p>Composition - of 10 Comparison - linked to ordinality</p> <p>Play track games</p> <p>Subitise to 5</p>

		<p>Focus on composition of 3 and 4</p> <p>Subitise objects and sound</p> <p>Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</p> <p>Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p>Circles and triangles</p> <p>Comparison of sets - by matching</p> <p>Shapes with 4 sides</p> <p>Use the language of comparison: more than, fewer than, an equal number</p>	<p>Pattern 2: Explore patterns</p> <p>Explore the concept of 'whole' and 'part'</p> <p>Focus on the composition of 3, 4 and 5</p> <p>Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p> <p>Subitise within 5 focusing on die patterns Match numerals to quantities within 5</p> <p>Counting - focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number</p> <p>Focus on 5</p> <p>Exploring 2D shapes</p>	<p>Focus on 6 and 7 as '5 and a bit'</p> <p>Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p> <p>Focus on the 'staircase' pattern and ordering numbers</p> <p>Focus on ordering of numbers to 8 Use language of less than</p> <p>Focus on 7</p> <p>Exploring 3D shapes</p>	<p>Sorting numbers according to attributes - odd and even numbers</p> <p>Counting - larger sets and things that cannot be seen</p> <p>Subitising - to 6, including in structured arrangements</p> <p>Composition - '5 and a bit'</p> <p>Shape, Space and measure: Manipulate, compose and decompose</p>	<p>Introduce the rekenrek</p> <p>Review and assess: Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison</p> <p>Number patterns</p> <p>Counting</p> <p>Shape, Space and measure: Visualise, map and build</p>
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<p>Understanding the World (UTW)</p>	<p>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.</p>					
<p><u>PLAN Unit: 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</p> <p>Explore natural materials, indoors and outside</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Describe what they see, hear and feel whilst outside (whilst looking at seasonal changes)</p>	<p><u>PLAN Unit: Living things and their habitats</u> 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 and all living things</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk</p>	<p>Talk about what they see using a wide vocabulary</p> <p><u>PLAN Unit: Materials including changing materials</u> 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.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><u>PLAN unit: Plants</u> 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 hands-on explorations of natural materials Explore collections of materials with similar and/or different properties</p> <p>Show interest in different occupations</p>	<p><u>PLAN unit: Animals, excluding humans</u> 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</p> <p>Explore the natural world around them, making observation and drawing animals and plants</p> <p><u>PLAN Unit: Seasonal Changes</u> 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</p>	<p><u>PLAN Unit: Forces</u> Explore how things work Explore and talk about different forces they feel Talk about differences between materials and changes they notice</p> <p>Show interest in different occupations</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps</p> <p>Talk about the lives of people around them and</p>	

	<p><u>Plan Unit: Humans</u> Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p>	<p>about the differences they have experienced or seen in photos.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. *Oral Health</p> <p><u>PLAN Unit: Seasonal Changes</u> Understand the effect of changing seasons on the natural world around them Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p><u>PLAN Unit: Sound</u> Describe what they see, hear and feel whilst outside</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand that some places are special to member of their community</p> <p><u>Plan Unit: Materials, including changing materials</u> Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p><u>PLAN Unit: Seasonal Changes</u> Understand the effect of changing seasons on the natural world around them Explore the natural world around them</p>	<p><u>PLAN Unit: Animals, excluding humans</u> Recognise some environments that are different to the one in which they live</p> <p><u>PLAN Unit: Seasonal Changes</u> Explore the natural world around them Describe what they see, hear and feel whilst outside.</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p><u>PLAN Unit: Living things and their habitats</u> Draw information from a simple map Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live</p>	<p>their roles in society</p> <p>Explains some similarities and differences between life in this country and life in other countries</p> <p><u>PLAN Unit: Seasonal Changes</u> Understand the effect of changing seasons on the natural world around them Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p><u>PLAN Unit: Forces</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside</p>
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			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 part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Drawing - Marvelous Marks Unit Draw with increasing complexity and detail, such as representing a face with a circle and including details	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make Join in with songs and rhymes, making some sounds. Show attention to sounds and music Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide	Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Painting and Mixed media-	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down,	Take part in simple pretend play, using an object to represent something else even though they are not similar Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Sculpture and 3D Creative Station Unit Listen attentively, move to and talk about music, expressing their	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways Explore, use and refine a variety

	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>which materials to use to express them</p> <p>Remember and sing entire songs</p>	<p>Paint my world Unit</p> <p>Explore colour and colour-mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs</p>	<p>down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Join different materials and explore different textures</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>feelings and responses.</p> <p>Develop storylines in their pretend play</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives</p> <p>Sing and perform a range of well-known songs and rhymes</p>
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Early Learning Goals for the end of year (Reception)

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

<p>introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: 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 to others' needs.</p>		<p>sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: 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</p>	<p>contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes</p>	<p>songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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