


BORDESLEY GREEN PRIMARY SCHOOL EYFS CURRICULUM OVERVIEW

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	ALL ABOUT ME	AUTUMN	SPRING TIME	INSECTS	BEARS	WILL YOU READ ME A STORY?
CORE TEXTS	Before we go to bed? Owl Babies	The Enormous Turnip A Very Big Fall The Little Red Hen	Spring is here! The Ugly Duckling The Tiny Seed	The Very Hungry Caterpillar The Very Busy Spider	We're Going on a Bear Hunt Goldilocks and the Three Bears	The Three Billy Goats Gruff The Tiger who Came to Tea
ADDITIONAL TEXTS	Rainbow fish	Dingle Dangle Scarecrow	One Springy Day: A Percy The Park Keeper Story Paperback – 19 Mar.	The Very Lazy Ladybird	Whatever Next	The Tiger who Came to Tea Elmer
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	ME AND MY COMMUNITY	STARY NIGHT	GROWING	DINOSAURS	SAFARI	ONCE UPON A TIME
CORE TEXTS	Our Class is a Family In Every House on Every Street Incredible You by Rhys Brisenden	The Night Pirates The Way Back Home The Elves and the Shoemaker	Jack and the Beanstalk Handa's Surprise	Mad about Dinosaurs The Littlest Dinosaur	Rumble in the Jungle Giraffes Can't Dance	Little Red Riding Hood The Gingerbread Man The Gruffalo
POEMS	Dad- Berlie Doherty	The Coming of Teddy Bears By Dennis Lee		Walking with my Iguana – Brian Moses	Please do not feed the Animals – Robert Hull	Little Red Riding Hood and the Wolf - Poem
ADDITIONAL TEXTS	Ruby's Worry	The Dark Dark Night Stickman	Too many carrots	Tyrannosaurus Drip	Dear Zoo	Hansel Gretel

COMMUNICATION & LANGUAGE	NURSERY	<p>LA&U Understand a question or instruction.</p> <p>Speaking Know many rhymes/songs, be able to talk about familiar books.</p>	<p>LA&U Use a wider range of vocabulary. Beginning to listen in a conversation.</p> <p>Speaking Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>LA&U Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Speaking Use longer sentences of four to six words. Beginning to take part in a conversation and join in. Be able to tell a long story.</p>	<p>LA&U Enjoy listening to longer stories.</p> <p>Speaking Can start a conversation with an adult or a friend and continue it for many turns responding to what they have heard. Able to describe actions or events.</p>	<p>LA&U Enjoy listening to longer stories and can remember much of what happens.</p> <p>Speaking 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>LA&U Understand 'why' questions, like</p> <p>Speaking 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>
	RECEPTION	<p>LA&U Learns and uses new vocabulary. Can sit appropriately and listen on the carpet.</p> <p>Speaking Learn rhymes, poems and songs. Retell events linked to their own experiences. Experiments with new vocabulary Engage in non-fiction books.</p>	<p>LA&U Listen to and talk about stories to build familiarity and understanding. Beginning to add comments to carpet sessions</p> <p>Speaking Articulate their ideas and thoughts in well-formed sentences. Enjoy hearing and beginning to use new vocabulary Describe events in some detail.</p>	<p>LA&U Ask questions to find out more. Is beginning to follow more complex instructions involving several ideas and actions, but sometimes needs support. Express answers to 'how' and 'why' questions.</p> <p>Speaking Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Can sometimes use new vocabulary</p>	<p>LA&U Ask questions to find out more and to check they understand what has been said to them. Is beginning to listen in a range of situations and for longer periods of time. Express answers to 'how' and 'why' questions. Make sensible suggestions about what might happen next in a story.</p> <p>Speaking Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Can predict what might happen next and talk about an event in the past.</p>	<p>ELG LA&U Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	

				correctly in different contexts. Can describe and articulate ideas.		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.	
PERSONAL SOCIAL AND EMOTIONAL	NURSERY	<p><u>Self-Regulation</u> 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><u>Managing Self</u> Become more outgoing with unfamiliar people, in the safe context of their setting. Can put their coat on by themselves.</p> <p><u>Building Relationships</u> Begin to understand how</p>	<p><u>Self-Regulation</u> 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. Express and talk about a range of emotions. Beginning to take turns.</p> <p><u>Managing Self</u> Become more outgoing with unfamiliar people, in the safe context of their setting and will try new things. Beginning to be aware of what is healthy and unhealthy. Beginning to manage of own personal hygiene.</p> <p><u>Building Relationships</u> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Joins in with others during play. Chooses who to play with.</p>	<p><u>Self-Regulation</u> Develop their sense of responsibility and membership of a community. Take turns and can beginning to shift attention from one thing to another.</p> <p><u>Managing Self</u> Behaves appropriately most of the time within the environment. Does not always need an adult to remind them of a rule. Can recognise what is healthy and unhealthy. Can show some levels of perseverance and resilience with support.</p> <p><u>Building Relationships</u> Play with one or more other children.</p>	<p><u>Self-Regulation</u> Develop their sense of responsibility and membership of a community. Beginning to understand how to monitor their emotions. Can shift attention from one thing to another.</p> <p><u>Managing Self</u> Does not always need an adult to remind them of a rule. Showing increasing independence when getting dressed and undressed. Can sometimes do the zip on their coat.</p> <p><u>Building Relationships</u> Play with one or more other children, extending and elaborating play ideas. Will invite others to play with them.</p>	<p><u>Self-Regulation</u> Show more confidence in new social situations. Monitors actions and words based on peers likes.</p> <p><u>Managing Self</u> Increasingly follow rules, understanding why they are important. Behaves appropriately within the environment. Can manage own personal hygiene.</p> <p><u>Building Relationships</u> Help to 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><u>Self-Regulation</u> Show more confidence in new social situations. Monitors actions and words based on peers dislikes.</p> <p><u>Managing Self</u> Develop appropriate ways of being assertive</p> <p><u>Building Relationships</u> Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>

		others might be feeling. Beginning to join in with others during play.					
RECEPTION	<p><u>Self-Regulation</u> See themselves as a valuable individual. Is aware there are rules in the environment but sometimes needs some support to follow them.</p> <p><u>Managing Self</u> Manage their own needs.</p> <p><u>Building Relationships</u> Build constructive and respectful relationships. Plays with other children</p>	<p><u>Self-Regulation</u> See themselves as a valuable individual. Begin to think about what their goals may be, what they might want to do when they are older.</p> <p><u>Managing Self</u> Manage their own needs. When talking about rules, children can identify what is right and wrong</p> <p><u>Building Relationships</u> Express their feelings and consider the feelings of others. Beginning to play cooperatively</p>	<p><u>Self-Regulation</u> Identify and moderate their own feelings socially and emotionally. Beginning to change my behaviour to suit the situation and follow rules Can follow two part instructions</p> <p><u>Managing Self</u> Show resilience and perseverance in the face of challenge. Can explain why we have rules</p> <p><u>Building Relationships</u> Express their feelings and consider the feelings of others. Is beginning to take turns but sometimes needs support</p>	<p><u>Self-Regulation</u> Identify and moderate their own feelings socially and emotionally.</p> <p><u>Managing Self</u> Show resilience and perseverance in the face of challenge. Can identify risk and manage it safely during their play when attempting different ways of doing things.</p> <p><u>Building Relationships</u> Think about the perspectives of others. Can take turns and can collaboratively solve problems taking other children's feelings into account</p>	<p><u>Self – Regulation</u> Recognise own and others achievements and celebrate appropriately.</p> <p><u>ELG</u> <u>Self-Regulation</u> 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><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u> -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers.</p>		

						-Show sensitivity to their own and to others' needs.	
PSHE		School Rules Emotions	Healthy Choices	Instructions	Keeping fit and Healthy Healthy Eating	Teamwork	Goals
PHYSICAL DEVELOPMENT	NURSERY	<p>Gross Motor Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Fine Motor Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Gross Motor Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Fine Motor Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Gross Motor Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Fine Motor Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Gross Motor Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Fine Motor Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Gross Motor Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Fine Motor Start to eat independently and learning how to use a knife and fork.</p>	<p>Gross Motor Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Fine Motor Show a preference for a dominant hand.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
	RECEPTION	<p>Gross Motor Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop the overall body strength, co-ordination, balance and agility needed to</p>	<p>Gross Motor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine Motor Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested</p>	<p>Gross Motor Further develop and refine a range of ball skills (including: throwing, catching, kicking, passing, batting, and aiming) developing confidence, competence, precision and accuracy.</p> <p>Fine Motor Embed their muscle control with the tools to ensure they have</p>	<p>Gross Motor Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Fine Motor Embed their muscle control with the tools to ensure they have strong muscles to use when writing.</p>	<p>ELG: Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	

		<p>engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p><u>Fine Motor</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Begin to form lower letters that are recognisable Wash and dry hands thoroughly. Can identify when they need the toilet and will go independently.</p>	<p>tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Be aware of the formation of lower case letters and numbers. Children are dry the majority of the time.</p>	<p>strong muscles to use when writing. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Begin to show accuracy and care when drawing.</p>
--	--	---	--	--	--	--

GET SET FOR PE		Dance	Fundamental Movement Skills	Games	Body Management	Outdoor Adventurous Activity	
LITERACY	NURSERY	<p><u>Foundations for Comprehension</u> Listens to stories, rhymes and poems.</p>	<p><u>Foundations for Comprehension</u> Respond to stories. Rhymes and poems. Able to act out parts of a familiar stories or rhymes.</p>	<p><u>Foundations for Comprehension</u> Begin to understand some of the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p>	<p><u>Foundations for Comprehension</u> Discuss familiar stories. Begin to understand some of the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p>	<p><u>Foundations for Comprehension</u> Express key events in a familiar story, rhyme or poem. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p>	<p><u>Foundations for Comprehension</u> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p>
		<p><u>Foundations for Word Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p><u>Foundations for Writing</u> Beginning to make marks in their play.</p>	<p><u>Foundations for Word Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p><u>Foundations for Writing</u> Beginning to discuss and attach meaning about their marks made</p>	<p><u>Foundations for Word Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Recognise familiar words and signs.</p> <p><u>Foundations for Writing</u> Use some of their print and letter knowledge in</p>	<p><u>Foundations for Word Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p><u>Foundations for Writing</u> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Write pretend labels and captions Use some shapes in my writing.</p>	<p><u>Foundations for Word Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p><u>Foundations for Writing</u> Engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Foundations for Writing</u> Write some or all of their name. Write some letters accurately. Writes the initial sound correctly in their writing.</p>	

				<p>their early writing. For example: writing a pretend shopping list. Write pretend labels and captions. Use some shapes in my writing.</p>		
	<p>RECEPTION</p>	<p><u>Comprehension</u> Can listen to stories.</p> <p><u>Word Reading</u> Read individual letters by saying the sounds for them. Beginning to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Learn the names of the alphabet.</p> <p><u>Writing</u> Can hear and write the initial sound for words. Uses letters for their independent writing.</p>	<p><u>Comprehension</u> Extends listening skills more attentively, to stories, rhymes and poems. Can retell familiar stories and will join in with repeated phrases.</p> <p><u>Word Reading</u> Read some letter groups that each represent one sound and say sounds for them. Can blend simple cvc words. Learning to link graphemes to phonemes and the process of reading.</p> <p><u>Writing</u> Segment the sounds in simple cvc words. Hearing the initial, middle and end sound. Write sounds in the correct sequence to spell words.</p>	<p><u>Comprehension</u> Beginning to anticipate what might happen in a story. Can talk about some of the characters and what they are like. They are inquisitive of new vocabulary and beginning to use vocabulary learnt in stories. Begin to use new vocabulary their talk. Can talk about the story they are reading using the pictures for support.</p> <p><u>Word Reading</u> Read a few common exception words matched to the school's phonic programme. Begin to read simple sentences.</p>	<p><u>Comprehension</u> Can use new vocabulary in their talk and begin to put it into their writing. Can talk about the simple events that have happened in the story they have read.</p> <p><u>Word Reading</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><u>Writing</u> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Finger spaces are used but children sometimes need reminding. Form lower case and capital letters correctly most of the time and can sometimes need reminding. Can re-read what they have written to check it makes sense.</p>	<p><u>ELG Comprehension</u> 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><u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u> 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>



		Can write name correctly.	Has an understanding of how to form letters correctly.	Can link most names and sounds of the alphabet to each other. <u>Writing</u> Beginning to write simple phrases and sentences using finger spaces. To write the same number of words on paper as in a spoken sentence. Letters are becoming consistently formed correctly.	and may need support to identify how to correct this.	
--	--	---------------------------	--	--	---	--

<p>MATHEMATICS</p>	<p>NURSERY</p>	<p><u>Number</u> Recognise and name colours in a variety of contexts e.g., toys within the classroom, colours in nature and the environment, matching colours, colours on themselves such as hair, skin, clothes.</p>	<p><u>Number</u> Compare and order amounts using key vocabulary: More than, fewer than, less than, same, equal</p> <p><u>Patterns, Shapes, space and Measure</u> Begin copying simple alternating patterns to identify the 'unit of repeat' then progress to continuing a pattern before creating their own. Be able to learn objects can be compared and ordered according to their size. Beginning to pick up some mathematical language</p>	<p><u>Number</u> Story of 1 and 2 covering: Value, subitise, match, identify, represent</p> <p><u>Patterns, Shape Space and Measure</u> Children learn that objects can be compared and ordered according to their weight. Focus on shape and space to develop visualising skills and understanding relationships, such as the effects of movement and combining shape. Talk about and explore 2D shapes using informal and formal mathematical language</p>	<p><u>Number</u> Story of 3 and 4 covering: Value, subitise, match, identify, represent</p> <p><u>Patterns, Shape Space and Measure</u> Children learn that objects can be compared and ordered according to their length or height. Focus on actively exploring spatial relations and the properties of shapes, in order to develop mathematical thinking.</p>	<p><u>Number</u> Story of 5 and beyond: Value, subitise, match, identify, represent Compare to 5 Children to know number names, initially to five, then ten, and extending to larger numbers, including crossing boundaries 19/20 and 29/30.</p> <p><u>Patterns, Shape Space and Measure</u> Focus on shape and space to develop visualising skills and understanding relationships, such as the effects of movement and combining shape. Talk about and explore 3D shapes using informal and formal mathematical language.</p>	<p><u>Number</u> Problem solving involves children using maths knowledge and maths thinking skills – reasoning, predicting, talking the problem through, making connections, generalising, identifying patterns and finding solutions.</p> <p><u>Patterns, Shape Space and Measure</u> Children learn that objects can be compared and ordered according to their capacity. Capacity is the measure of how much something can hold, before it becomes full. To use the language of position, direction and terms relative to a viewpoint. Children can begin to describe a sequence of event,</p>
		<p><u>Patterns, Shape Space and Measure</u> Be able to say when objects are and are not the same colour. Match objects which are the same. Understands that objects can be sorted in different ways.</p>					

	RECEPTION	<p><u>Mastery Number:</u> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Identify when a set can be subitised and when counting is needed</p> <ul style="list-style-type: none"> • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be 	<p><u>Mastery Number:</u> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • Begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p><u>Spring 1: Numerical patterns/Shape/Spatial Awareness</u> Continue to copy and create repeated patterns. Beginning to notice patterns – odd and even. Uses spatial language Will make simple maps of familiar and imaginative environments Can talk about the appearance of 3D shapes Spots patterns in the environment, beginning to identify the pattern ‘rule’, Order and sequences events using everyday language related to time.</p>	<p><u>Mastery Number:</u> Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p><u>Numerical patterns/Shape/Spatial Awareness</u> Compare length, weight and capacity. Can split a group in half and share. Can double amounts. Solve problems involving prediction and discussion or comparisons of length, weight or capacity.</p> <p><u>ELG</u></p>
--	------------------	---	---	--

counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds

- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

Autumn 1: Numerical patterns/Shape/Spatial Awareness

Uses some spatial language
Will turn objects in order to make shapes fit, but will give up easily when problems occur
Can identify some 2D shapes
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Autumn 2: Numerical patterns/Shape/Spatial Awareness

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Will have an idea of what they want to build and will turn objects and twist to make them fit.
Uses informal language and analogies as well as mathematical terms to describe 2D shapes

Spring 2: Numerical patterns/Shape/Spatial Awareness

Compare length, weight and capacity
Uses informal language and analogies as well as mathematical terms to describe 3D shapes
Makes models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.
Begin to compare length, weight, or capacity using measuring tools.

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.

Numerical Patterns

-Verbally count beyond 20, recognising the pattern of the counting system.
-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.
-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

<p>UNDERSTANDING OF THE WORLD</p> <p>HISTORY</p> <p>GEOGRAPHY</p> <p>SCIENCE</p> <p>RE</p>	<p>NURSERY</p>	<p><u>Past & Present</u> Enjoys joining in with familiar family customs/routines from the past and present. Talk about people that are special to them.</p> <p><u>People, Culture & Communities</u> Show interest in different occupations.</p> <p><u>The Natural World</u> Explore collections of materials with similar and/or different properties.</p> <p><u>Technology</u> Become interested in technology. Is familiar with everyday technology.</p>	<p><u>Past & Present</u> Begin to make sense of their own life-story and family's history. Enjoys joining in with familiar family customs/routines from the past and present. Can talk about special events.</p> <p><u>People, Culture & Communities</u> Show interest in different occupations. Beginning to understand that others do not always enjoy the same things.</p> <p><u>The Natural World</u> Beginning to identify similarities and differences. Notices change i.e: winter to spring. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><u>Technology</u> Can recognise technology in the home and will use this in their role play.</p>	<p><u>Past & Present</u> Begin to make sense of their own life-story and family's history.</p> <p><u>People, Culture & Communities</u> Continue to develop positive attitudes about the differences between people.</p> <p><u>The Natural World</u> Talk about what they see, using a wide vocabulary. Explore how things work. Beginning to identify the main features of a life cycle. Plant seeds and care for growing plants.</p> <p><u>Technology</u> Can recognise technology in the home and will use this in their role play.</p>	<p><u>Past & Present</u> Begin to make sense of their own life-story and family's history. Discuss special places.</p> <p><u>People, Culture & Communities</u> Continue to develop positive attitudes about the differences between people.</p> <p><u>The Natural World</u> <u>Can notice patterns and change</u> Explore and talk about different forces they can feel.</p> <p><u>Technology</u> Investigate a simple program on an Ipad/computer.</p>	<p><u>Past & Present</u> Begin to make sense of their own life-story and family's history.</p> <p><u>People, Culture & Communities</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><u>The Natural World</u> Explore how things work. Can identify the main features of a life cycle.</p> <p><u>Technology</u> Use ICT hardware to interact with age appropriate computer software.</p>	<p><u>Past & Present</u> Begin to make sense of their own life-story and family's history.</p> <p><u>People, Culture & Communities</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><u>The Natural World</u> Talk about the differences between materials and changes they notice.</p> <p><u>Technology</u> Use ICT hardware to interact with age appropriate computer software.</p>
--	----------------	--	---	---	--	--	---

	<p>RECEPTION</p>	<p><u>Past & Present</u> 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>People, Culture & Communities</u> Understands the different jobs in our community.</p> <p><u>The Natural World</u> Explore the natural world around them and describe what they see, hear and feel whilst outside.</p> <p><u>Technology</u> Use a simple program</p> <p><u>RE</u> To consider where they belong within our communities</p>	<p><u>Past & Present</u> Compare and contrast characters from stories, including figures from the past.</p> <p><u>People, Culture & Communities</u> Understand that some places are special to members of their community.</p> <p><u>The Natural World</u> Explore the natural world around them and describe what they see, hear and feel whilst outside. Learn in more detail about nocturnal and diurnal animals. Learn about space and beyond Earth. Draw information from a simple map.</p> <p><u>Technology</u> Discuss the importance of technology and relate this to what we use in our homes</p> <p><u>RE</u> To consider how I can express myself – including beliefs and opinions.</p>	<p><u>Past & Present</u> Comment on images of familiar situations in the past.</p> <p><u>People, Culture & Communities</u> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><u>The Natural World</u> Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them Learn the main parts of a plant along with its lifecycle.</p> <p><u>Technology</u> Internet safety</p> <p><u>RE</u> To examine what is special about our world and how we can look after it. To learn about special stories and people from a range of world religions.</p>	<p><u>Past & Present</u> Compare and contrast characters from stories, including figures from the past.</p> <p><u>People, Culture & Communities</u> Recognise some similarities and differences between life in this country and life in other countries</p> <p><u>The Natural World</u> Understand the key features of the life cycle of a plant and an animal. Understand what a food chain is and can create their own.</p> <p><u>Technology</u> Recognise and select technology for a particular purpose.</p> <p><u>RE</u> To learn about special stories and people from a range of world religions. To learn about special places and places of worship and why they are important to some people.</p>	<p><u>People, Culture & Communities</u> Recognise some similarities and differences between life in this country and life in other countries</p> <p><u>The Natural World</u> Draw information from a simple map. Recognise some environments are different to the one in which they live</p> <p><u>ELG</u> <u>Past & Present</u> 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><u>People, Culture & Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>The Natural World</u></p>
--	------------------	--	---	--	---	---

			To learn about special stories and people from a range of world religions. To learn about special places and places of worship and why they are important to some people.	To learn about special places and places of worship and why they are important to some people.		Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
COMPUTING		Awesome Autumn	Busy Bodies	Winter Warmers Igloo	Springtime	Grouping Pictograms Building /constructing houses (Lighthouse) using shapes	
EXPRESSIVE ARTS & DESIGN	NURSERY	<p><u>Creating with Materials</u> Explore different materials, textures freely, in order to develop their ideas about how to use them and what to make. Explore colour and colour-mixing.</p> <p><u>Being Imaginative</u> Use props in their play. Begin to create simple stories in their play</p>	<p><u>Creating with Materials</u> Explore colour and colour-mixing. Enjoys sharing their creations.</p> <p><u>Being Imaginative</u> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p><u>Creating with Materials</u> Explore different tools in order to develop ideas on how to reach an end goal. Create closed shapes with continuous lines. Draw different lines and shapes and is beginning to draw a person.</p> <p><u>Being Imaginative</u> Listen with increased attention to sounds.</p>	<p><u>Creating with Materials</u> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Is beginning to draw a person with some features. They can talk about what they are going to make. When sharing their creations they can talk about what they doing.</p> <p><u>Being Imaginative</u> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p><u>Creating with Materials</u> Explore different techniques to build on what they have learnt about materials, textures and colours. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><u>Being Imaginative</u> Create their own songs, or improvise a song around one they know.</p>	<p><u>Creating with Materials</u> Use different materials, tools and techniques in a variety of ways to join and make structures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. When creating they can solve simple problems and tries different ways of doing things.</p> <p><u>Being Imaginative</u> Play instruments with increasing control to</p>

							express their feelings and ideas.
	RECEPTION	<p><u>Creating with Materials</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Combines different lines and shapes in drawings and draws a person with head, body, arms, legs and facial features.</p>	<p><u>Creating with Materials</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Combines different media and materials to create different effects experimenting with different techniques.</p> <p><u>Being Imaginative</u> Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p><u>Creating with Materials</u> Create collaboratively sharing ideas, resources and skills. Mixes colours to create tones and shade. Use a range of tools independently to create their design.</p> <p><u>Being Imaginative</u> Develop storylines in their pretend play.</p> <p><u>DT</u> Plans before they make</p>	<p><u>Creating with Materials</u> Create collaboratively sharing ideas, resources and skills. Describes and explains the processes used.</p> <p><u>Being Imaginative</u> Explore and engage in music making dance, performing solo or in groups. Extends role play by using different props and materials</p> <p><u>DT</u> Talks about their design and support is given to help adapt and solve problems</p>	<p><u>DT</u> Talks about their design, solves problems, makes changes and modifies their designs when necessary</p> <p><u>Music</u> Performs individually and in a group</p> <p><u>Dance</u> Creates sequences of movements adapting their own dances.</p> <p><u>ELG</u> <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	

		<p><u>Being Imaginative</u> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><u>DT</u> Support is given to children to help decide on the materials and tools for a task.</p> <p><u>Music</u> Learning to express feelings and ideas through music and about music Plays un-tuned instruments Sings news songs and rhymes matching the pitch and following the melody of the song. Moves in different ways to music and different directions. Expresses themselves through dance.</p>	<p>Extends role play by using different props and materials.</p> <p><u>DT</u> Support is given to children to help decide on the materials and tools for a task.</p> <p><u>Music</u> Expresses feelings and ideas through music and about music Plays un-tuned instruments Sings news songs and rhymes matching the pitch and following the melody of the song.</p>	<p>Chooses the most appropriate tools for a task</p> <p><u>Music</u> Expresses feelings and ideas through music and about music Plays un-tuned instruments Sings news songs and rhymes matching the pitch and following the melody of the song. Moves in time to music.</p>	<p><u>Music</u> Composes and adapts songs and music Expresses feelings and ideas through music and about music Plays tuned instruments Sings news songs and rhymes matching the pitch and following the melody of the song.</p>	<p>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><u>Being Imaginative</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>
--	--	---	---	--	--	--



<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">THEME</p>	<p>Charanga – Me</p> <p>Music Express – Special People</p>	<p>Charanga – My Stories</p> <p>Music Express – Going Places</p>	<p>Charanga – Everyone</p> <p>Music Express – Moving Patterns</p>	<p>Charanga – Our World</p> <p>Music Express – Working world</p>	<p>Charanga - Big Bear</p> <p>Funk</p> <p>Music Express – Growth and change</p>	<p>Charanga – Reflect, rewind and replay</p> <p>Music Express – Our Senses</p>
---	--	--	---	--	---	--