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## Reception curriculum map overview 2023 – 2024

### Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Explorers		Eureka		Once upon a time	
Possible general themes	<b>My World</b> Starting school Who is in my family? Where do I live? (community and familiar places) Being kind What do I look like?	<b>Blast Off!</b> Space and stars Ambitions Who is Mae Jemison? What is the moon? Can we build a rocket? Maps	<b>Into the Woods</b> Winter Who lives in the woods? Whose tracks are these? Hibernation Being brave Safety/Why do we need rules?	<b>Magic!</b> Spells and potions Friendships Africa Food/recipes What is a scientist? (Ada Lovelace/Marie Curie)	<b>Traditional Tales</b> Growing and planting Life cycles Materials	<b>Everyone's a Hero</b> Do all princesses need rescuing? Can a vegetable be a superhero? Healthy eating Where is Australia and how does it differ from here? What is courage? How can we save the environment?
Possible texts	The Colour Monster Goes to School All Are Welcome Be More Bernard Everywhere Bear Goldilocks and the Three Bears Funnybones	Astro Girl Moon Bear Look Up! Whatever Next? How to Catch a Star The Darkest Dark The Marvellous Moon Map (maps) Beegu	Owl Babies Wild Things Stick Man Bear Hunt Leaf Man	Room on the Broom The Princess & Wizard Quill Soup (Africa) Ada Twist Scientist Spells (Emily Gravett) Potion Commotion	Jack and the Beanstalk Jack and the Jellybean Stalk The Enormous Turnip Gingerbread Man The Ugly Duckling Three Little Pigs The Troll (3 Billy Goats Gruff)	Paper Bag Princess Supertato Superworm What the Ladybird Heard Greta and the Giants/Litterbug Doug/Elliott Superhero The Koala Who Could



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<p><b>'Wow' moments</b></p>	<p>Rescuing Everywhere Bear – celebrating with teddy bear tea party</p>	<p>Make a rocket/ Tasting space food</p>	<p>We're Going on (our own) Bear Hunt!</p>	<p>Spell to save Mrs Kinsella</p>	<p>Growing our own cress/sunflowers or making our own gingerbread versions</p>	<p>Veggie rescue, capturing the Evil Pea</p>
<p><b>Communication and language</b> Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <p>Speaking ELG Children at the expected level of development will:</p> <p><i>Daily story time to emerge children in books rich in vocabulary and to give children opportunities for children to discuss and question the book.</i></p>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• 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.</li> </ul>					
<p>Circle games and rich variety of stories, rhymes, songs to develop listening skills</p> <p>Engage in story times - listen to stories and talk about them; begin to retell familiar stories</p>		<p>Continuation of focus on developing listening skills</p> <p>Listen and maintain attention in familiar and new situations</p> <p>Engage in story times</p> <p>Retell stories orally</p>	<p>Listen attentively in a range of situations; maintain attention during appropriate activity</p> <p>Engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new vocabulary and knowledge</p>	<p>Understand why listening is important; maintain attention in different contexts</p> <p>Two-channelled attention (listening and doing)</p> <p>Use talk to help work out problems and organise</p>	<p>Developing own narrative based on familiar stories</p> <p>Articulate thoughts in well-formed sentences, using connectives</p> <p>Use language to reason</p> <p>Listen and understand</p>	<p>Discussion and debate – expressing opinions and clarifying thinking and ideas</p> <p>Listen and respond with relevant questions, comments or actions</p> <p>Attend to others in play.</p>



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	<p>Maintain attention in whole class/groups</p> <p>Talk about ourselves and our families</p> <p>Introduce/use school vocab; developing social phrases</p> <p>1-step instructions</p> <p>Role play with adult support and modelling; use talk to organise play</p>	<p>Build on vocabulary development and story language; opportunities to reuse throughout the day</p> <p>Start conversation with peers and familiar adults and continue for many turns</p> <p>Ask questions to find out more and to check understanding; Answer how and why questions</p> <p>Learn a poem</p> <p>Follow 2-part instructions</p>	<p>Ask how and why questions</p> <p>Consider the listener and take turns - participate in discussions and listen to others' responses</p> <p>Invent own stories (oral)</p> <p>Begin to use past tense and to recount past events; Describe events in detail using time connectives</p> <p>Use talk to organise play</p>	<p>thinking, explaining how things work and why they might happen</p> <p>Ask questions to find out more and check understanding</p> <p>Participate in small group, class and one-to-one discussions, offering own ideas and using recently introduced vocabulary</p> <p>Begin to connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p>	<p>instructions while busy with another task</p> <p>Understand how, why, where questions</p> <p>Describe events in some detail</p> <p>Express ideas about feelings and experiences</p> <p>Learning a poem and using newly introduced vocabulary as basis of own poem</p> <p>Learn and apply new vocabulary throughout the day and in different contexts</p>	<p>Using talk to communicate ideas, make a plan and reach a goal</p> <p>Express ideas and feelings using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support</p> <p>Retell stories (once developed a deep familiarity with the text); some as exact repetition, some in own words</p> <p>Learn and apply new vocabulary throughout the day and in different contexts</p>
<p><b>Possible storytime texts</b></p>	<p>Starting School What Makes Me a Me? Only One You Family and Me</p>	<p>Bob, The Man on The Moon Non fiction books about space and astronauts</p>	<p>The Gruffalo Gruffalo's Child Billy and the Beast Bog Baby Hansel and Gretel</p>	<p>The Magic Paintbrush Winnie and Wilbur series Meg and Mog</p>	<p>Other traditional tales Alternative versions of traditional tales</p>	<p>Princess Smartypants Prince Cinders Supertato series</p>



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<p><i>(to include PSED; diversity; Understanding the World)</i></p>	<p>Who's in my Family? Our Class is a Family When I Grow Up The Growing Story Once There Were Giants Head to Toe Burglar Bill Aunt Amelia's House Lunchtime Peace at Last</p>	<p>Other Jill Murphy books Here We Are – Notes for Living on Planet Earth Curiosity: The Story of Mars Rover The Skies Above My Eyes</p>	<p>Non fiction books about woodland animals, hibernation, autumn Percy the Park Keeper The Foggy Foggy Forest Winter Sleep The Very Last Leaf Orange, Pear, Apple, Bear</p>	<p>The Witch's Cat and The Cooking Catastrophe Handa's Surprise Handa's Hen Bringing the Rain to Kapiti Plain We're Going on a Lion Hunt Iggy Peck Architect Rose Revere Engineer</p>	<p>Books about growing and planting Books about life cycles Books about building Pattan's Pumpkin Chapati Moon (India/Runaway Pancake) Oliver's Vegetables</p>	<p>Books about minibeasts Books about Australia Real Superheroes Nat Fantastic Michael Recycle George Saves the World By Lunchtime Ten Little Superheroes Super Duck</p>
<p><b>Personal, social and emotional development</b> Self-Regulation ELG Children at the expected level of development will:  Managing Self ELG Children at the expected level of development will:  Building Relationships ELG Children at the expected level of development will:</p>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>					



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	<b>Settling into school/making friends</b>	<b>Staying safe</b>	<b>Celebrating differences</b>	<b>Friendship focus</b>	<b>Perseverance</b>	<b>Times of change</b>
	<p>Class and school rules and behaviour expectations</p> <p>Getting to know each other – peer and adult relationships</p> <p>Talking about ourselves, likes and dislikes, worries</p> <p>Seeing ourselves as valuable individuals</p> <p>Recognising and identifying emotions; showing kindness</p> <p>Independently organise belongings in morning</p>	<p>Staying safe – know reasons for rules and understand/follow them; explain safety measures to others</p> <p>What does it mean to be brave?</p> <p>Building self-confidence and speaking in a small group</p> <p>Managing own hygiene and personal needs</p> <p>Continuing to build constructive and respectful relationships</p> <p>Independently choose where they would like to play</p> <p>Begin to take turns and share resources</p>	<p>Understanding and embracing differences</p> <p>Identify and moderate their own feelings socially and emotionally; controlling impulses</p> <p>Working cooperatively to achieve a goal; taking turns; listening to others' ideas</p> <p>Show pride in achievements</p> <p>Understand behavioural expectations of setting</p> <p>Explain right from wrong</p> <p>Seek others to share activities</p>	<p>The feelings, needs and perspectives of others; what makes a good friend?</p> <p>Listening to others and exploring their points of view</p> <p>Problem solving and negotiation. Getting on and falling out</p> <p>Understanding importance of healthy food choices</p> <p>Following instructions with several parts; Giving focused attention</p> <p>Make choices and communicate needs</p> <p>Begin to show persistence</p>	<p>Setting own goals and working to achieve them</p> <p>Expressing opinions and preferences</p> <p>Reflect on the work of others and self-evaluate own work</p> <p>Talk about own abilities positively</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Developing confidence to try new activities</p> <p>Rule-based games – inventing own</p> <p>Talking to whole class group</p>	<p>Celebrating our successes</p> <p>Perseverance and resilience: reviewing what we will work on</p> <p>Know and talk about factors that support health and wellbeing</p> <p>Looking after the environment</p> <p>Showing confidence in social situations – performing in front of other</p> <p>Adjusting behaviour; taking change of routine in our stride</p> <p>Seek out challenge and enjoy the process</p>



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	RSE: My Feelings	RSE: My Relationships and My beliefs	Begin to know that others think and respond in different ways  RSE: Asking or help	Keep play going by cooperating, listening, speaking and explaining  RSE: My rights and responsibilities	RSE: My Body	Show sensitivity to others' needs and feelings  RSE: Enterprise
<b>Physical Development</b> Fine Motor Skills ELG Children at the expected level of development will:	<b>Fine motor</b>					
	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>					
	Daily fine motor activity – e.g. threading, peg boards, weaving, pouring, stirring, dough disco  Using cutlery  Opportunities to draw/paint freely  Teach and model letter formation  Hold pencil beyond whole hand grasp	Daily fine motor activity – as before, plus cutting, tracing  Using different sized paintbrushes  Using tools to effect change to materials  Opportunities to draw - freely and structured	Daily fine motor activities – as before  Junk modelling rockets  Opportunities to draw freely and in structured activities  Begin to form letters correctly  Hold pencil effectively with	Fine motor carousel – as before  Chopping; Using clay; Dressing dolls  Handle tools, construction and malleable materials with control  Begin to form letters correctly	Fine motor carousel – as before  Spray bottles Planting and looking after plants; Melon and tee hammering; Daisy chains  Form recognisable letters most correctly formed  Tripod grip	Fine motor carousel – as before  Hole punching; Woodwork (tbc); Dot painting  Form recognisable letters most correctly formed  Hold pencil effectively using tripod grip



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Gross Motor Skills ELG Children at the expected level of development will:		Teach/model correct letter formation, pencil grip, cutlery use	comfortable grip; dominant hand	Hold pencil effectively with comfortable grip		
	<b>Gross motor</b>					
	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
Developing upper arm and shoulder strength in preparation for early writing	Obstacle courses	Dancing - beginning to move in time with music	Dance - progress towards a more fluent style	Dancing - developing control and grace	Combine different movements with ease and fluency	
Opportunities to crawl, climb, pull up, hang	Balance bikes and other wheeled equipment - developing overall body strength, co-ordination, balance and agility	Animal dens using large construction: lifting, carrying, pushing, pulling, stacking	Team games - coordination and cooperation and gross motor – including parachute games	Obstacle activities -children moving over, under, through and around equipment	Develop confidence, precision, and accuracy in activities that involve a ball	
Different ways of moving/controlling/making shapes with our bodies	Building rockets using large construction equipment confidently and safely	Opportunities for children to, spin, rock, tilt, fall, slide and bounce	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, kicking	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Revise and refine the fundamental movement skills already acquired	
Changing for PE	Opportunities for children to, spin,					



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		rock, tilt, fall, slide and bounce				
<b>YR PE</b>	<b>Personal</b>  Coordination: footwork  Static balance: one leg	<b>Social</b>  Dynamic balance to agility: jumping and landing  Static balance: seated	<b>Cognitive</b>  Dynamic balance: on a line  Static balance: stance	<b>Creative</b>  Coordination: ball skills  Counter balance: with a partner	<b>Physical</b>  Coordination: sending and receiving  Agility: reaction/response	<b>Health &amp; Fitness</b>  Agility: ball chasing  Static balance: floor work
<b>Literacy</b>  Comprehension ELG Children at the expected level of development will:	<b>Comprehension</b>					
	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>					
	Listen and enjoy sharing a range of books  Know that a book has a beginning and an end, hold book the right way up and turn pages with care  Know that text in English is read top to bottom and l-r	Experience and respond to different types of books  Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations  Make simple inferences to	Use picture clues to help read a simple text  Make a simple prediction based on the pictures or text of a straightforward story that is read aloud  Show understanding of	Retell stories in the correct sequence, draw on language patterns of stories  Suggest how an unfamiliar story might end  Give a simple opinion on a book	Correctly sequence a story or event using pictures and/or captions  Make simple, plausible suggestions about what will happen next in a book they are reading	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary  Recall the main points in text in





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	<p>Know difference between text and illustrations</p> <p>Recognise some familiar words in print, e.g. name</p> <p>Enjoy joining in with rhyme, songs and poems</p> <p>Explain in simple terms what is happening in a picture in a familiar story</p>	<p>answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud</p>	<p>some words and phrases in a story that is read aloud</p> <p>Express a preference for a book, song or rhyme, from a limited selection</p> <p>Play is influenced by experience of books (small world, role play)</p>	<p>they have read, when prompted</p> <p>Recognise repetition of words or phrases in a short passage</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support</p>	<p>Know the difference between different types (fiction/non poetry, etc)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a book that has been read to them, where answer is clearly signposted</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations</p>	<p>the correct sequence, using own words and include new vocabulary</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud</p>
<p>Word Reading ELG Children at the expected level of development will:</p>	<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>					



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	<p>Hear general sound discrimination</p> <p>Be able to orally blend and segment</p> <p>Begin to read individual letters by saying the sounds for them</p> <p>Begin to blend sounds together to read words (VC,CVC)</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words</p>	<p>Read all taught Common Exception words matched to the school's phonic programme</p> <p>Re-read what they have written to check that it makes sense</p>
<p>Writing ELG Children at the expected level of development will:</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences</p>



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	<p>communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning</p>	<p>Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the</p>	<p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Show a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters.</p>	<p>writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the</p>	<p>with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p>
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	and in English, is read from left to right and top to bottom. Draws lines and circles	sounds. Write own name. <b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.			right place, going the right way round and correctly orientated. Include spaces between words.	<b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC words. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.  <b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
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<p><b>YR Phonics</b> <i>Phonics Shed</i></p>	<p>Chapter 1 Intro Chapter 2 sets 1 - 4 Recap Consolidations and interventions</p>	<p>Chapter 2 sets 5 - 7 Recap Consolidations and interventions</p>	<p>Chapter 2 set 8 Recap Consolidations and interventions</p>	<p>Assessments Consolidations and interventions Chapter 2 alphabet order Vowels and consonants</p>	<p>Chapter 3 Sets 1 - 3 Assessments Consolidations and interventions</p>	<p>Chapter 3 set 4-5 Assessments Consolidation and interventions</p>
<p><b>Maths</b> Number ELG Children at the expected level of development will:  Numerical Patterns ELG Children at the expected level of development will:</p>	<p style="text-align: center;"><b>Number and Numerical Pattern</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
	<p><b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Subitising and counting skills Composition of numbers within 5 Comparing sets of objects</p>	<p><b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Subitising and counting skills Composition of numbers within 5 Comparing sets of objects</p>	<p><b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Continue to develop subitising and counting skills Composition of numbers within and beyond 5</p>	<p><b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Continue to develop subitising and counting skills Composition of numbers within and beyond 5</p>	<p><b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Consolidate counting skills Counting to larger numbers Developing a wider range of</p>	<p><b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Consolidate counting skills Counting to larger numbers Developing a wider range of counting strategies</p>



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	Using the language of comparison	Using the language of comparison	Identify when 2 sets are equal/unequal Connect 2 equal groups to doubles Connect quantities to numerals	Identify when 2 sets are equal/unequal Connect 2 equal groups to doubles Connect quantities to numerals	counting strategies Secure knowledge of number facts	Secure knowledge of number facts
	<b>Shape, Space and Measure</b>					
	Comparing size, mass and capacity (1)  Simple patterns	Circles, triangles, squares  Positional language  Night and day	Comparing mass and capacity  Length and height	Time  3D shape  Pattern	Spatial awareness: - Match, rotate, manipulate - Compose and decompose	Spatial awareness: - Visualise and build - Mapping
<p><b>Understanding the world</b></p> <p>Past and Present ELG Children at the expected level of development will:</p> <p>People Culture and Communities ELG Children at the expected level of development will:</p>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• 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;</li> <li>• 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.</li> </ul>					



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<p>The Natural World ELG Children at the expected level of development will:</p>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>				
<p>Talk about members of immediate family and community</p> <p>Name and describe people who are familiar to us</p> <p>Draw similarities and make comparisons between own and other families</p> <p>People in our community – church visit; librarian</p> <p>Show interest in different</p>	<p>Understand effects of changing seasons on the natural world around us; Describe what we see, hear and feel whilst outside</p> <p>Nocturnal animals; different environments and habitats</p> <p>Observational drawings of the natural world, including animals and plants</p> <p>Family traditions at Christmas</p> <p>Comment on images of familiar</p>	<p>Recognise that some environments are different from the one in which we live (the Moon)</p> <p>Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <p>Draw information from maps</p> <p>Use Google Earth</p> <p>Follow simple maps using Beebots</p>	<p>Recognise some similarities and differences between life in this country and life in other countries (Africa)</p> <p>Compare and contrast characters from stories, including figures from the past (scientists)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Create own maps of a familiar place</p> <p>What do plants need to grow?</p> <p>Plant growth, change, decay</p> <p>Observations of animals – life cycles</p> <p>Talk about the differences between materials and changes we notice/ Explore collections of materials with similar and/or different properties</p>	<p>Recognise some similarities and differences between life in this country and life in other countries (Australia)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on own experiences and what has been read in class</p> <p>Recycling and taking care of our world</p>



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	<p>occupations - librarian visit</p> <p>Understand that some places are special to members of our community - church visit</p> <p>Draw information from a simple map to navigate around our class and school environment</p>	<p>situations (Christmas) in the past</p> <p>Recognise that people have different beliefs and celebrate at different times of year; Know some similarities and differences between different religious and cultural communities in this country</p> <p>Key historical events – bonfire night, Remembrance Day, Diwali</p>	<p>Compare and contrast characters from stories, including figures from the past (Mae Jemison)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Show interest in different occupations - astronauts</p>	<p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p>	<p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p>	<p>Australian animals</p> <p>Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>
<p>R.E</p>	<p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>					
	<p>Being Special (F4) Where do we belong?</p>	<p>Incarnation (UC-F2)</p>	<p>Creation (UC-F1)</p>	<p>Salvation (UC-F3)</p>	<p>Stories told by Jesus (F6)</p>	<p>Which places are special and why? (F5)</p>





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		Why do Christians perform Nativity plays at Christmas?  Diwali - Hinduism	Why is the word 'God' so important to Christians?	Why do Christians put a cross in an Easter garden?	Which stories are special and why?  Buddhism, Christianity, Islam, Hinduism, Sikhism	Which places are special to me?  Christianity, Islam, Judaism
<b>Expressive arts and design</b> Creating with Materials ELG Children at the expected level of development will:  Being Imaginative and Expressive ELG Children at the expected level of development will:	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
	Explore a range of media/materials and experiment with ways of combining them  Begin to understand colour mixing techniques  Create closed shapes with	Explore different materials freely, in order to develop own ideas about how to use them and what to make  Join different materials and explore different textures.  Take part in simple pretend	Develop own ideas and then decide which materials to use to express them.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore different materials and patterns in the environment.  Investigate ways of creating different textures.  Begin to develop complex storylines in their pretend play and	Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Develop complex storylines in their pretend play; Invent, adapt and recount narratives and	Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Evaluating own designs; share creation and explain process used



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	<p>continuous lines, and begin to use these shapes to represent objects.</p> <p>Role play: home corner. Begin to develop simple storylines in pretend play</p> <p>Begin to develop simple stories using small world equipment</p> <p>Play instruments with increasing control</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Artist focus: Jackson Pollock – experimenting</p>	<p>play, using an object to represent something else even though they are not similar</p> <p>Begin to develop simple stories using small world equipment</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Artist focus: Joan Miro – taking a line for a walk</p>	<p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Begin to develop complex storylines in their pretend play and when using small world equipment</p> <p>Artist focus: Claude Monet – printing and experimenting with colour and form</p>	<p>when using small world equipment</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Artist focus: Barbara Hepworth - sculpture: plasticene and air drying clay. Experimenting with texture, form and function</p>	<p>stories with peers and teacher</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music</p> <p>Artist focus: Tony Cragg - collage: stick 2D shapes inside an outline of a chosen object</p>	<p>Develop complex storylines in their pretend play; Make use of props and materials when role playing characters in narratives and stories</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music</p> <p>Artist focus: Alberto Giacometti Sculpture – experimenting</p>
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	with colour and design					with texture and form
Possible special events/visits/visitors	Librarian to visit school Harvest	Diwali Remembrance Christmas	Pancake Day Chinese New Year	Easter Mother's Day		Father's Day Sports Day



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## Cycle B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Time Travel		Blue Planet		Art Through the Ages	
Possible general themes	<b>My Life Story</b> Starting school Who is in my family? My family tree My grandparents Where do I live? (community and familiar places) Being kind How have I changed?	<b>Dinosaurs</b> Prehistoric times Looking after the planet Fossil hunting Mary Anning Life cycles (eggs) Carnivores and herbivores Rhyming	<b>Snow and Ice</b> What animals inhabit the Arctic and Antarctic? How are animals adapted to live in such a cold environment? Do people live in the Polar Regions? How are their lives similar and different to ours? What is global warming? Climate change David Attenborough	<b>Jungles and Rainforests</b> The Amazon Tigers Safety – what to do if lost Appearances Gardens Disabilities Our talents Celebrating differences	<b>Rainbow of colour</b> Colour mixing Kandinsky Painting techniques How are rainbows made Art and colour in nature; Matisse - minibeasts	<b>We are Artists –</b> Growth mindset (linked to Beautiful Oops) Transition (linked to The Dot) Yayoi Kusama (linked to The Dot) Art galleries Famous artists (linked to Through the Magic Mirror) Our talents
Possible texts	Peepo Peace at Last Aunt Amelia's House Grandma Bird The Growing Story	Dinosaurs and All That Rubbish A Girl Called Mary Tyrannosaurus Drip Bumpus Jumpus Dinosaur Rumpus	Lost and Found A Dot in the Snow The Journey Home The Bear (Raymond Briggs) The Emperor's Egg Blue Penguin	Cinnamon Monkey Puzzle There's a Tiger in the Garden The Mixed Up Chameleon	The Colour Monster The Emperor Who Hated Yellow A Rainbow of My Own	The Dot Through the Magic Mirror Beautiful Oops The Pencil The Magic Paintbrush



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	In Every House on Every Street	Harry and the Bucketful of Dinosaurs Dinosaurs Love Underpants	Polar Bear, Polar Bear, What do you Hear?	Rumble in the Jungle Giraffes Can't Dance Tiger, Tiger	Mouse Paint What Colour is Night? Nature is an Artist	Shu Lin's Grandpa
'Wow' moments	Grandparent tea/ Time capsule	Dinosaur egg discovery and hatching	Build an igloo	Jungle party or tropical fruit tasting	Favourite colour dress up day	Create our own art exhibition
<b>Possible storytime texts</b> <i>(to include PSED; diversity; Understanding the World)</i>	Starting School What Makes Me a Me? Only One You Family and Me Who's in my Family? When I Grow Up The Growing Story Once There Were Giants Head to Toe Burglar Bill Lunchtime Peace at Last Be More Bernard Ravi's Roar All Are Welcome My Granny Went to Market	Non fiction texts about dinosaurs Katie and the Dinosaurs Captain Flinn and the Pirate Dinosaurs The Dinosaur Who Lost Her Voice Dinosaur Bones The Dinosaur Who Pooped the Past Non-fiction texts about: the environment and looking after the planet life cycles animal diets	Cuddly Dudley Snowballs Snowflakes The Snowflake Mistake Non-fiction books about the polar regions and animals The Snowman And Tango Makes Three Poles Apart Penguin Small	Non-fiction texts about rainforest and jungle animals and plants Dear Greenpeace Lila and the Secret of Rain Buddy's Rainforest Rescue Ruby's Worry The Lion Inside	Non-fiction books about colours; rainbows Red Rockets and Rainbow Jelly Blue Chameleon Pink is for Boys Sky Colour Henri's Scissors Mixed A Colour of His Own Brown Bear, Brown Bear, What Do You See Mix it Up	Non-fiction books about selected famous artists Katie (Morag) and the Mona Lisa/Starry Night/and the Sunflowers Books to support transition to Y1 Books to support growth mindset: Almost Anything Bears Don't Read After The Fall The Magical Yet



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	When I Was a Child When Grandad Was a Penguin Tiny Perfect Things					
Possible special events/visits/visitors	Grandparents Harvest Librarian Church visit	Diwali Remembrance Christmas	Pancake Day Chinese New Year	Easter Mother's Day		Father's Day Sports Day Local artist visit ?