






EYFS Long Term Plan

	Progression document from beginning of Nursery through to Reception					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main topic	Know Me to Teach Me	Celebrations	People Who Help Us!	Once Upon a Time	Our Wonderful World	Our Wonderful World

<p>Main Intent from entering Nursery until ELG end of Reception</p>	<p>Children will settle into nursery, separating from their main caregiver with support and, over time, independently. They will begin to develop relationships with key adults. They will explore their indoor and outdoor learning environments, choosing resources to play with and starting to identify their likes and dislikes. They will learn the nursery routines and take part in the nursery day with support. Children will also develop their play skills, including beginning to build turn taking skills and beginning to play with their peers.</p> <p style="text-align: center;"></p> <p>Children will settle into school, feeling safe and secure in their environment and building relationships with adults and children in their class. They will identify and share their likes and dislikes. Children will know who is in their family and begin to identify their extended family or special people in their lives. They will explore both their indoor and outdoor learning environments, developing their confidence and skill using the different equipment. Through this, they will develop their gross and fine motor skills, which will support their mark making and writing development throughout the year.</p>	<p>Children will continue to build relationships with other children in nursery. They will know who is in their family and talk about them. They will begin to identify some similarities and differences between their families and others. They will share their experiences with others, including important events that have happened in their life. This will include knowing what and how their family celebrate, and how this is the same or different from other children</p> <p style="text-align: center;"></p> <p>Children will be able to talk about their family, including some of the things that make them and their family unique and special. They will identify some of the similarities and differences between them and their family and the wider community. Children will share some of the special times and festivals they celebrate and the ways that they have celebrated them in the past. They will also learn about festivals and the different ways that they are celebrated, including in other countries and cultures.</p>	<p>In this topic, children will learn and be able to talk about the jobs and special roles that people in their family do. They will also learn about some of the different jobs other people do. They will take part in imaginative play which includes characters such as firefighters, doctors, nurses and police officers, using new language that they have learnt. With support, children will learn to take turns, resolve strong emotions and show awareness of others' needs.</p> <p style="text-align: center;"></p> <p>In this topic, children will learn about some of the people in the community who help us and different jobs that people do. They will talk about ways that they can help others, both in the classroom and more widely. Through this, children will develop their understanding of respect and safety, and begin to learn ways to collaborate, share ideas, cooperate, negotiate and resolve issues or conflicts.</p>	<p>Children will read and role play a range of traditional tales. They will recall and join in with stories as they become familiar and use their understanding of these stories and vocabulary from them in their imaginative play. This will foster a love of reading and enable children to begin to develop their own preferences with texts. Children will have the opportunity to use their knowledge of these stories in their mark making, including drawing and painting.</p> <p style="text-align: center;"></p> <p>Children will read, discuss and role play a range of traditional tales from around the world. They will develop rich story vocabulary and their ability to sequence stories. Exposure to a wide range of texts will foster a love of reading and support children to develop their own preferences with texts. They will have opportunities to use their knowledge of these stories in their own imaginative play as well as in their writing.</p>	<p>In this topic, children will notice and talk about some of the things they see in their local environment and the places they have visited. As part of this, they will develop their understanding that nature exists in the world immediately around them - on their balconies, in their gardens and in local parks. They will observe the world around them, including plants, animals and found objects. This will help them begin to understand the need to care for the natural environment and all living things, and to understand that nature exists all around them. Outdoor learning will be key. Children will develop their vocabulary and curiosity about the world, making observations and asking and answering questions.</p> <p style="text-align: center;"></p> <p>In this topic, children will learn more about their local environment and the area in and around their school. As part of this, they will develop their understanding that nature exists in the world immediately around them - on their balconies, in their gardens and in local parks - as well as in faraway places. They will also learn some similarities and differences between the natural world around them and other places, drawing on their experiences and rich texts. This will help children to develop their sense of belonging in the world. As part of this, children will learn to value and take care of the world around them, understanding ways that they can look after it. Outdoor learning will be key. Vocabulary and knowledge children learn during this topic will prepare them for science and geography learning in the future, as will learning to ask and answer questions about what they notice and discover.</p>	
<p>Subsidiary topics</p>	<p>Welcome to school; families</p>	<p>Diwali, Halloween, Bonfire Night, Christmas, Hannukah, birthdays, Remembrance Day</p>	<p>Firefighters, police, NHS workers, teachers, shopkeepers, transport workers, superheroes, shopkeepers Valentine's Day, Chinese New Year, Safer Internet Day</p>	<p>Pancake Day, Easter, Ramadan/Eid</p>	<p>Our local area/ history of our school Under the sea Animals Growing plants Minibeasts Seasons Earth Day</p>	<p>Recycling and climate change Seasons Space Transition to Year 1 Growth & planting continued</p>

<p>Suggested texts</p>	<p>Owl Babies - fiction Dear Zoo - fiction Hats of Faith - non-fiction The Family Book – non-fiction Hug – fiction Play – fiction You Choose - fiction</p> <p>Tango Makes Three - fiction Hair Love - fiction Don't Hug Doug (He Doesn't Like It) - fiction Who Are You? - non-fiction Love Makes a Family - non-fiction All Are Welcome - non-fiction Are you a boy or are you a girl? - fiction The Knight who wouldn't fight Super Duper Me</p>	<p>Lighting the Lamp (Diwali and Fireworks non-fiction text) So Much - fiction Kipper's Birthday - fiction Dear Santa - fiction Kipper's Christmas - fiction</p> <p>When's My Birthday - Fiction Little Glow - Fiction Stickman - Fiction In My Mosque – non-fiction Ganesha's Sweet Tooth – fiction The Best Diwali Ever – fiction Diwali (Celebrate the World) - non-fiction</p>	<p>Ready Steady Rescue! - fiction Non-fiction books about people who help us Emergency!</p> <p>Where's Mr Fire Engine? - non-fiction When I'm a Nurse – non-fiction Emergency</p>	<p>The Three Little Pigs - fiction Goldilocks and the Three Bears - fiction The Gingerbread Man - fiction We're Going on a Bear Hunt – fiction Rosie's Walk – fiction Handa's Surprise - fiction</p> <p>Jack and the Beanstalk Three Billy Goats Gruff Lion Hunt Ghanaian Goldilocks Anansi and the Golden Pot African Tales: A Barefoot Collection The Fire Children (West African Tale)</p>	<p>Stomp Dinosaur Stomp - fiction Billy and the Dragon - fiction The Very Hungry Caterpillar – fiction Tadpole's Promise – fiction</p> <p>What a wonderful world - fiction Welcome to our world – non-fiction If all the world were - fiction Here we are – fiction Jasper's Beanstalk – fiction Tad – fiction Blown Away- Fiction Somebody Swallowed Stanley Tadpoles Promise Mad about Minibeast What the Ladybird heard Growing Frogs</p>	<p>The Way Back Home - fiction Splash – fiction Tiddler - fiction Whatever Next! - fiction Aliens Love Underpants- fiction</p> <p>Clean Up! - non-fiction Look Up! - non-fiction On the Way Home - fiction Welcome to our world – non-fiction My world your world – non-fiction The night pirates – fiction Sharing a Shell – fiction Billy and the dragon The Knight Who Wouldn't Fight</p>
<p>Suggested songs & poems</p>	<p>If You're Happy and You Know It Here We Go Around the Mulberry Bush Heads, Shoulders, Knees & Toes Humpty Dumpty Row, Row, Row Your Boat The Wheels on the Bus Grand Old Duke of York Hello and goodbye songs Days of the Week</p> <p>Good to be Me – topic song Growing – topic song Healthy Me – topic song I Can Do it For Myself – topic song Self-Portrait – topic song</p>	<p>Twinkle, Twinkle Little Star The More We Get Together So Many Colors, So Many Shapes Christmas songs!</p> <p>Songs linked to Christmas performance Five Little Elves Jingle Bells Rudolph The Red Nosed Reindeer Snowflakes We Wish You A Merry Christmas in different languages Christmas In Any Language Night of a Thousand Lights (Diwali) – topic song</p>	<p>People Who Help Us - topic song A hero called me – topic song The Dustbin Men Lollipop Lady My Teacher The Firefighter's Song The Postman It's The Window Cleaner! The Hairdresser Song Gung Hay Fat Choy – topic song</p> <p>People Who Help Us - topic song A hero called me – topic song The Dustbin Men Lollipop Lady My Teacher The Firefighter's Song The Postman It's The Window Cleaner! The Hairdresser Song Gung Hay Fat Choy – topic song</p>	<p>When Goldilocks Went to the House of the Bears This Little Piggy Went to Market Traditional story songs (GHF File) If You Go Down to the Woods Today</p> <p>Little Red Riding Hood Rap – topic song Once Upon a Time – topic song Who Am I – topic song Teddy Bear poems Easter's Here & Si Si Si – topic songs</p>	<p>How do We Get to School – topic song A Tiny Seed was Sleeping – topic song Happy Sun High – topic song The Seed and the Tree – topic song I Love the Flowers – topic song Caterpillar – topic song Out in the garden – topic song A Pirate Adventure – topic song A Sailor Went to Sea Sea Sea – topic song Fun at the Seaside – topic song Deep Blue Sea – topic song Down there Under the Sea – topic song Swim Little Fishy Swim – topic song Frog Song (Life Cycle of a Frog)</p>	<p>5 little men in a flying saucer 5 little dinosaurs The Plants – topic song Space – topic song</p> <p>I Love My Planet The Earth Song for children Save the Planet song for kids Going Green Song The Plants – topic song Space – topic song My planet – topic song Alien Shuffle – topic song Little Green Man from Outer Space – topic song</p>
<p>Suggested vocabulary</p>	<p>N: Mum, dad, mummy, daddy, mother, father, auntie, uncle, brother, sister, baby, adult, child, teacher, school, classroom, lunch hall, home, house, plate, tray, knife, fork, spoon, cup, foods, body parts</p>	<p>Diwali, Diva, fireworks, explosion zoom, whoosh, bang, celebrate, patterns, party, presents, gift, meal, candles, Christmas, festive, shopping list, wrapping, giving/receiving</p>	<p>People, person, job, help, firefighter, police officer, nurse, doctor, vet, shopkeeper, teacher, postbox, letter, card, superhero, help, helpful, brave, care, safe</p>	<p>Story, tale, character Once upon a time The end Beginning, middle, end Story-specific vocabulary</p>	<p>Grow, plant, seed, taller, tall, water, sun, soil, leaf, flower, root, stem, baby, chick, animal, life cycle, grow, bigger Names of minibeasts Names of seasons Sea creature names</p>	<p>Aliens, space, planets, world, earth, stars, solar system, dinosaur, dinosaur names, recycle, care, look after</p>

	<p>R: All about me: me, my, like, dislike, family, home, friend Emotions/feelings: excited, nervous, frustrated, sad, angry, happy (<i>link to Zones of Regulation</i>) Characteristics of friendship: kind, share, sharing, cooperative, fun, safe, respect (<i>link to school values</i>) Family: parents, brother, sister, grandparents, uncle, aunt, niece, nephew, daughter/son, child(ren), grandchild(ren), step-mum/dad, half/stepbrother/sister</p>	<p>Celebration/ Religious festival vocabulary: Diwali, diwa lamp, Hindu, gifts, Lakshmi, food, new year, festival, Festival of Lights, fireworks, Rama, Sita, mehndi, rangoli, Holi Hannukah, menorah, torah, temple, candle, festival, gifts, latke, Maccabees Christmas, celebration, nativity, bible, Christmas tree, star, lights, ornament, Santa Claus, sleigh, reindeer, North Pole, elf, wreath, holly, candle Eid, Ramadan, Sawm (Fasting), prayer, mosque, sweets, family, food, celebration, holy month, Qu’ran, Zakat al-Fitr Birthday, celebration, party, cake, candles</p>	<p>Considerate, cooperative, friendly, generous, handy, helpful, kind, supportive</p> <p>Key words linked to chosen professions e.g. firefighter, hose, fire engine, rescue, save, spray, siren, emergency</p>	<p>Beginning, middle, end First, next, after, suddenly Once upon a time The end</p> <p>Key words linked to texts e.g. goats, troll, bridge, roared, trip-trapping</p>	<p>Local area – map, school, past, present, before, now, community Under the sea - Sea, ocean, names of sea creatures Minibeast names Growing – grow, plant, seed, stem, leaf, flower, roots, baby, chick, animal, life cycle, frogspawn, tadpole, frog, caterpillar, cocoon, chrysalis, butterfly, hatch Seasons – change, spring, summer, autumn, winter, snow, frost, ice, blossom, leaves, trees, flowers, hot, warm, cold, icy, mild</p>	<p>Climate change/ recycling – environment, earth, planet, recycling, reusing, community, protect Seasons – change, spring, summer, autumn, winter, snow, frost, ice, blossom, leaves, trees, flowers, hot, warm, cold, icy, mild Space – planets, moon, earth, sun, stars, galaxy, space, rocket, astronaut Transition to Year 1 – change, move, same, different, uniform, classroom, playground</p>
Communicati on & Language	<p>Listening, Attention & Understanding:</p> <p>I can listen to familiar stories and others in small groups and 1-2-1 I can provide eye contact on hearing my name I can respond to a 3-part instruction e.g. ‘Put the cup on the table’ I can focus my attention when concentrating on my interests I can listen and distinguish between some environmental sounds</p> <p>I can listen and pay attention for longer periods I can use my understanding of stories to share what I think might happen I can show my understanding of simple instructions by recalling and completing tasks with two or three steps I can stay focused on tasks that interest me, while interacting with others</p>	<p>Listening, Attention & Understanding:</p> <p>I can stop, listen and respond on hearing my name I am beginning to understand ‘how’ and ‘why’ questions I am able to understand the use of everyday objects e.g. which one can cut? I can understand some prepositions, such as in, on and under</p> <p>I understand and respond to some humour in stories and nonsense rhymes I can listen to, show interest in and respond to others’ ideas During two-channelled interactions I can focus on the topic of conversation and respond in context I am beginning to understand some words have two meanings, such as ‘orange’</p>	<p>Listening, Attention & Understanding:</p> <p>I can focus on a single aspect of a complex situation I understand a range of complex sentence structures including negatives, plurals and tense markers I can follow an oral story without the use of pictures or props</p>	<p>Listening, Attention & Understanding:</p> <p>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>		
ELG	<ul style="list-style-type: none"> 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 conversations when engaged in back-and-forth exchanges with their teacher and peers 					
	<p>Speaking:</p> <p>I can use talk to link with others in a social context</p>	<p>Speaking:</p> <p>When I talk, I can link statements and stick to a main theme</p>	<p>Speaking:</p> <p>I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events</p>	<p>Speaking:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>		

	<p>I can use three or more-word sentences in conversation I can use talk to explain what is happening now I can use talk to recall past experiences</p> <p>I can use intonation, rhythm and phrasing to make my meaning clearer to others I can use language to imagine and re-create roles and experiences in my play I can use talk to plan and organise games with others</p>	<p>I can introduce a storyline or narrative into my play I am more confident when using language in social situations I can tell a story in sequence using picture cues or a story map</p>	<p>I am extending my vocabulary and I enjoy exploring the meaning and sounds of new words I can share and discuss more complex ideas</p>	<p>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>
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ELG	<ul style="list-style-type: none"> 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 where 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. 			
Personal, Social & Emotional Development	<p>Building relationships: In my play I can recreate what I have learnt about relationships and social communications I am continuing to develop my friendship group and significant friends I am increasingly flexible and cooperative, as I understand others' needs, wants and feelings I can talk through problems with a familiar adult and listen to strategies to resolve them I am increasingly socially skilled at operating in a busy classroom</p> <p>Managing self: I can explore new learning with growing enthusiasm I can take turns and wait for a turn I can remind other children what the rules are and role model how to follow them I can talk about some healthy choices and healthy practices I can 'pick myself up' and continue with an activity if it does not initially go my own way I can dress with increasing independence</p> <p>Self-regulation: I am more able to focus and persist on new and difficult tasks I can express feelings when I am hurt or upset and can use words like sad and angry I can tolerate a delay when my needs cannot be met immediately I can show empathy and can offer comfort to others when they are upset I am aware of the expectations within the setting, seeking support when needed</p>	<p>Building relationships: I can get emotional support and practical help from familiar adults in difficult social situations I can cooperate and collaborate in order to keep play going I can notice and understand other's feelings and I try to help I am outgoing towards new or unfamiliar children in the class</p> <p>Managing self: I can describe myself in positive terms, what I am good at and what I need to do next I am more able to discuss why we have rules and how they keep us safe I can follow basic hygiene practices and make some healthy choices I can access resources and I know where to find them</p> <p>Self-regulation: I understand and talk about my own feelings I can join in discussions about how to resolve social conflicts constructively I can overcome challenges and persevere in my learning, sometimes seeking practical and emotional support from others I can follow a two-step instruction or actions</p>	<p>Building relationships: Talking to others is central to my play I can ask questions of peers and adults and respond appropriately I can engage in group play, negotiating ideas and activities</p> <p>Managing self: I can show resilience in achieving my end goal I have a growing understanding of what is right and wrong and can link this to my own experiences e.g. justice and fairness I can discuss healthy practices that contribute to good health I can dress and undress independently</p> <p>Self-regulation: I can show an understanding of fairness by attempting to repair a relationship when my actions or behaviors have upset others I can use strategies such as sharing, cooperation and compromise to manage social situations with peers I can listen and respond to others with increasing attention whilst engaged in an activity</p>	<p>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>Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>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>
ELG				
Physical Development	<p>Gross motor: I can climb confidently pulling myself up on different equipment with increased balance and strength I can ride a tricycle around confidently using the pedals and steering around large objects I can go down steps carrying a small object two feet on one step I can ride a scooter by pushing it along with my foot and steering around objects- I am beginning to put on different items of clothing independently</p> <p>Fine motor: I can hold writing equipment in a developing tripod grip (3 fingers) I can use a range of more complex tools with increasing control and safety I can write my name I can hold child scissors correctly to cut paper I can make more detailed lines and marks that I want with a pen or a pencil</p>	<p>Gross motor: I can stand on just one foot for 4-8 seconds, without falling over I like to move in a range of different ways like running, skipping, hopping, jumping or rolling and can do this confidently When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or objects</p> <p>Fine motor: I can use a range of different tools like scissors, cutters, paintbrushes, pens, hammers or bricks to make the things I want When I use a pen, pencil or paintbrush I am beginning to be able to make anticlockwise circle marks and lines that go down and up and up and down I can write more letters with increasing accuracy</p>	<p>Gross motor: I can jump off a step and land on the floor on two feet I can jump off objects such as climbing equipment and land appropriately I can move on my feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric and make it go where I want</p> <p>Fine motor: I can hold a pen or pencil comfortably and use it to write letters that are increasingly formed correctly When I am writing letters I will usually start and finish in the right place I can use tools to make changes to materials appropriately such as scissors to cut shapes from paper, small tweezers to transfer small objects, and cutters to make shapes from dough I can show you how I use tools like scissors, hammers and saws safely, so I don't hurt myself or my friends</p>	<p>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, paint brushes and cutlery Begin to show accuracy and care when drawing.</p>

<p>Literacy</p>	<p>Word Reading See Little Wandle Phonics Scheme I am showing an awareness of rhyme and alliteration I can clap or tap out syllables in words I can blend and say some familiar CVC words in directed sound talk or play I am beginning to hear, recognise and associate letters to sounds in words e.g. 'm for moon is like m for mum'</p> <p>Comprehension: I enjoy listening to stories in a larger group I can recall and discuss main characters in stories I can discuss and sequence main events when retelling stories</p> <p>Writing: I can write some or all of my own name I can hear, say and recognise some initial letter sounds I can write some letters accurately I can draw recognisable pictures I have increasing control of pens and pencils</p>	<p>Word Reading See Little Wandle Phonics Scheme I can continue a rhyming string and identify alliteration I am starting to sound-blend to read a few decodable high frequency and phase two CVC words</p> <p>Comprehension: I can incorporate increasing detail when discussing the setting, key characters and events in a story I can use different forms of speech and vocabulary which is shaped by my reading experiences In my play, I can reinvent and re-enact stories I have heard I can recall, question and/or respond to factual information I have read, or had read to me</p> <p>Writing: I can hear and use some initial phonic sounds independently I know that writing goes from left to right I have a comfortable grip with good control when I hold pens and pencils I can form letters with increasing accuracy I can use my developing phonic knowledge to write labels and captions independently</p>	<p>Word Reading See Little Wandle Phonics Scheme I am beginning to match the spoken to the written word I can recall most sounds associated to the alphabet and a few digraphs I can automatically recall familiar irregular high frequency words I can read phonically decodable books that match my phonic knowledge</p> <p>Comprehension: I can sit, listen and retain information from longer stories Whilst I am pretending to read I sound as if I am reading I can ask questions and give contextual explanations using descriptive language connected to a story or a non-fiction text I can read from left-to-right and top-to-bottom</p> <p>Writing: I can break the flow of speech into words and hear, say and write many sounds including digraphs I can write recognisable letters that are increasingly formed correctly I enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as greetings cards, tickets, lists, invitations</p>	<p>Word Reading See Little Wandle Phonics Scheme 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>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>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>Maths</p>	<p>Following White Rose Maths: https://whiterosemaths.com/resources?year=early-years</p> <p>Number: I can subitise up to 3, and say what I can see and how I see it I can recognise numerals to 5 I can match numerals and quantity to 5 I can show numbers to 5 using concrete resources I can count things in irregular arrangements up to 5 I can experiment using my own symbols and marks, as well as numerals</p> <p>Numerical patterns: I can recite numbers up to and beyond 5 I can compare quantities using the vocabulary of greater, less, more, fewer and the same I can recognise follow and copy patterns with sounds and actions I can talk about repeating patterns and can create, extend and copy ABAB patterns I can notice and correct an error in a simple repeating pattern I can use the names of some common shapes in my play</p>	<p>Following White Rose Maths: https://whiterosemaths.com/resources?year=early-years</p> <p>Number: I can quickly say how many there are (up to 3) in different arrangements I can recognise numerals to 5 and some to 10 I can compare numbers to 5 I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this</p> <p>Numerical patterns: I can count to 10 by rote I can compare manipulatives (e.g. saying when one tower is bigger/smaller) I can find one more/ one less using resources I can create and continue an ABB pattern and notice and correct errors I am beginning to talk about and explore 2D and 3D shapes</p>	<p>Following White Rose Maths: https://whiterosemaths.com/resources?year=early-years</p> <p>Number: I can count objects, claps, movements accurately up to 10 I can match numeral and quantity (within 10) I can recall some number bonds to 5 I can start to give some linked subtraction facts (number bonds to 5) I can combine 2 groups</p> <p>Numerical patterns: I can count to 20 I can say a number that is one more/ less (up to 10) without resources I can name the patterns I create (e.g. ABBC) I can start to identify odd and even numbers linked to sharing I can talk about the properties of 2D and 3D shapes I can order and sequence events using language related to time I can share quantities equally, and I am beginning to link this to halving and doubling</p>	<p>Following White Rose Maths: https://whiterosemaths.com/resources?year=early-years</p> <p>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>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>

<p>Understanding the World</p>	<p>The Natural World: I can talk about the differences and similarities of different materials I am beginning to understand the life cycle of plants and animals</p> <p>People, Culture & Communities: I can name and describe people who are familiar to me I can talk about the jobs that people in my family do</p> <p>Past & Present: I know who is in my family and I can talk about them I know that some things are old and some things are new</p>	<p>The Natural World: I know that the world needs to be looked after I know that not all environments are the same I can talk about the seasons and how the weather changes</p> <p>People, Culture & Communities: I can talk about special places and why they are special I know that not all people are the same and that some people have different beliefs and celebrate special times in different ways I can join in with discussions about similarities between different cultural events and/or celebrations, for example Diwali and Christmas</p> <p>Past & Present: I can talk about things that have happened in my past I am beginning to understand that some things happened a 'long' time ago</p>	<p>The Natural World: I can talk about why things happen and how things work I can make comments and ask questions about aspects of the natural world I can make observations about how things change</p> <p>People, Culture & Communities: I can talk about some of the key roles people have in my local community e.g. paramedic, refuse collector, bus driver I know that the world is made up of lots of different countries I can talk about other countries (places)</p> <p>Past & Present: I can look at photos from the past and can compare and discuss what I see I can talk about people from the past that I have learned about I know the days of the week and I can use words such as yesterday, tomorrow, last week, last year</p>	<p>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 and changes in the natural world around them, including the seasons and changing states of matter</p> <p>People, Culture & 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 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>Past & 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>Expressive Arts & Design</p>	<p>Creating with Materials: I can draw and paint things that can be recognised by other people I can use a range of tools for different purposes I can choose the materials I need</p> <p>Being Imaginative and Expressive: I can join in with ring games and enjoy dancing I can sing many songs and say some rhymes I can show different emotions in my drawings and paintings I can play instruments with increasing control to express my feelings and ideas</p>	<p>Creating with Materials: I am beginning to develop my own ideas when I create with different materials I can make music in a range of ways I can make increasingly complex structures using construction, loose parts and small world to support my story-telling play</p> <p>Being Imaginative and Expressive: I am beginning to express my thoughts and feelings through dance, music, drama and visual arts I can develop a storyline in my play</p>	<p>Creating with Materials: I can choose the right materials for what I want to make and I can say why I chose them I can talk about what I have made and how I made it I can use a range of tools safely I can work and create in a group, sharing skills and listening to the ideas of others</p> <p>Being Imaginative and Expressive: I can create collaboratively and share my ideas I can explore, use and refine a variety of artistic effects to express my ideas and feelings I can act out my own and favourite stories</p>		<p>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>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 songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
<p>Suggested enrichment</p>	<p>Show and Tell Cooking some children's favourite foods Photos of children & their families</p>	<p>Christmas Production/ Christmas crafts Birthday/ Christmas party</p>	<p>Fire engine visit, police officer visit, Q&A with medic, trip to the postbox</p>	<p>World Book Day Eid party Storytelling from different cultures</p>	<p>Brockwell Greenhouses Vauxhall City Farm The Bee Barn – Kennington Local Park trip Butterflies</p>	<p>Sports Day Park trip End of year party</p>
<p>Suggested parent workshops</p>	<p>Welcome to Reception Introduction to Tapestry – how to use it and get the most from it</p>	<p>Parents' Evening Phonics/ reading at home Christmas crafts & songs</p>	<p>Maths at home Site-based needs e.g. fine motor skills, talk, reading</p>	<p>Parents' evening</p>	<p>Site-based needs</p>	<p>Transition to Y1</p>
<p>Suggested family learning</p> <p>Consider resources you will send home to support with this</p>	<p>Basic skills e.g. learning to put on our coats, to do up our zips... Communication & Language focus – e.g. nursery rhymes</p>	<p>Phonics – share LW resources & strategies to support at home Fine motor focus e.g. sending home laminated & hole punched card with string to thread</p>	<p>Fine motor focus</p>	<p>Storytelling – links to different cultures Writing focus</p>	<p>Writing focus</p>	<p>Transition to Y1</p>

<p>Links to other year groups</p>	<p>Y1 – KMTTM, science – human bodies (name & label the parts), my family, RE – how do you live with family & friends Y2 – KMTTM, RE – what does it mean to say sorry; how does special food & fasting help people in their faith; Science – importance of exercise & hygiene & basic needs for survival Y3 – KMTTM, Staying Alive, digestive system, function of teeth & how to care for them, role of a skeleton, importance of food & nutrition Y4 – KMTTM, RE – what makes me the person I am; what religions are represented in our neighbourhoods Y5 - KMTTM Y6 – KMTTM, human circulatory system, impact of diet/exercise/drugs on body function</p>	<p>Y1 Y2 – Into the Dark (light & dark), RE - how do Christians celebrate Christmas Y3 – Light (needed to see, dark is the absence of light, reflection, shadows); RE – what is the significance of light in religion, how & why do Hindus celebrate Holi, how do Jewish people celebrate their beliefs Y4 – Y5 – RE - how is Christmas celebrated around the world Y6 – Light (light travels in straight lines, light sources, how shadows are created), RE – how different religions create celebrations</p>	<p>Y1 Y2 – What Makes a Superhero, Into the Dark (nighttime workers) Y3 Y4 Y5 – Doctor, Doctor! (The Plague & medicine) Y6 -</p>	<p>Y1 – Into the Woods (fairy & traditional tales) Y2 – What makes a Superhero, Mythical Creatures Y3 – Happily Ever After... or not (alternative versions of traditional tales) Y4 – RE – what makes me the person I am Y5 Y6 – Myths and Monsters (Benin & Ancient Greece including myths), To Be or Not to Be (Shakespeare)</p>	<p>Y1 – London & local landmarks, under the sea, plants (name common plants and identify the basic structure of common plants), seasonal changes Y2 – Fire! Fire! (Fire of London), Seaside, Plants – how seeds and bulbs grow into plants & the conditions they need; Habitats – identify animals and plants in their habitats & make simple food chains Y3 – Londinium to London (The Romans), classifying living things, plants (functions of different parts of flowering plants, requirements of plants for life, part that flowers play in the life cycle) Y4 – Amazonia (plants & animals of the Amazon); explore & use classification keys and construct/interpret food chain Y5 Y6 – Under the Microscope (microorganisms), Evolution (how things have changed over time, living things produce offspring of the same kind), classification of living things according to observable characteristics</p>	<p>Y1 – seasonal changes, animals (name common animals, including herbivores, carnivores and omnivores & group animals by what they eat) Y2 – To the Ends of the Earth (polar regions); RE – where does the world come from & how should we look after it? Y3 – Incredible Journeys (migration) Y4 Y5 – Blast Off! (Earth and space); forces (gravity), changes from infancy to old age, differences in life cycles of an amphibian, mammal, insect & bird, life process of reproduction in some plants and animals Y6 -</p>
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