

Reception Long Term Planning and Suggested Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and Theme	All About Me/Autumn	People Who Help US	Oceans & Islands	Plants	Around the World	Seaside Holidays
Possible Texts	My Body Oliver's Vegetables Oliver's Fruit Salad Fruits Handa's Surprise Carrot Club Daisy Eat Your Peas It Was a Cold Dark Night Squirrels What Can You See in Autumn? Step by Step Weather	Going on a Bear Hunt Tree Seasons by Hannah Pang A Stroll through the Seasons If the World Were Pumpkin Soup The Enormous Turnip Topsy and Tim Go to Hospital Jessica's Xray I am a Nurse/ I am a Doctor The Toy Hospital Don't Say No to Flo! (linked to Florence Nightingale) Hurrah for Mary Seacole	Snail and the Whale The Fish Who Could Wish The Storm Whale Tiddler Commotion in the Ocean Somebody Swallowed Stanley Clem and Crab Mister Seahorse The Big Book of the Blue Deep in the Ocean	The Tiny Seed Jaspers Beanstalk Jack and the Beanstalk In the Garden The Extraordinary Gardener The Plant Cycle Sunflower Shoots and Muddy Boots Peep inside the Garden Leaves	A Ticket Around the World Around the World in 80 Days What a Wonderful World Welcome to Our World A Place Called Home My World, Your World Two Countries, One Me Grace and Family Lots – Marc Martin	At the Beach Seaside Holidays Then and Now Flotsam Lucy and Tom at the Seaside No, Nancy, No! A Seaside Adventure At the Beach (Roland Harvey) Winnie and Wilbur at the Seaside You Can't Take an Elephant on Holiday Alfie on Holiday
Extra enhancements, learning opportunities and special days	Remembrance Day Harvest Festival Black History Month World Mental Health Day Roald Dahl Day Halloween	Autumn Walk Diwali Hannukah Bonfire Night Nativity Play Christmas Festivities Christmas Fair	Lunar New Year Internet Safety Day Valentine's Day	World Book Day Local Area/Spring Walk Mothers' Day Easter Festivities Shrove Tuesday	Ramadan/Eid Earth Day	Father's Day School Trip Sports Day
Characteristics of Effective Learning	Playing and exploring: -Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone –embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					

Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daily story time Snack time chats Small group discussions	Settling in and getting to know you circle time activities and snack time chats Making friends and promoting friendly conversational phrases Children talking about experiences that are familiar to them Rhyming and alliteration games using nursery rhymes and counting songs Familiar print such as names Sharing facts about me and my family Shared favourite stories All about me activities with opportunities to talk about favourite things Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Develop vocabulary through everyday conversations with adults and peers Tell me a story – retelling favourite and familiar stories using tory language Listening and responding to stories during literacy/topic and story times Following instructions relating to daily routines – unpacking book bag, hanging up coat Encourage children to take part during class discussion Understand how to listen carefully and why listening is important – reminders and visual cues Use new vocabulary taught through the day through topic and adult led activities Choose books that will develop their vocabulary relating to topic (see topic suggested texts) Preparation for Nativity play	Using language well, building on from modelling by adults and peers in school Encouraging how and why questions through provocation enhancements relating to topic and children’s interests Retell a story with story language during story sharing activities using puppets, small world and props Encouraging story invention in small world and role play Ask questions to find out more and to check they understand what has been said to them during adult led activities Describe events in some detail – talking about their day and their favourite activities Learn rhymes, poems and songs	Describe events in detail time connectives (relating to Literacy topics) and provocation activities Retell a story with story language in more detail during story sharing Understand how to listen carefully and why listening is important (PSHE and circle time) Use picture cue cards to talk about objects and artifacts “What colour is it? Where would you find it? in relation to topic or helping around the classroom Encourage use of topic related vocabulary during play activities, model, practise and rehearse using these (e.g. caterpillar, chrysalis, metamorphosis) Sustained focus when listening to a story – longer and more interactive story times	Weekend news and snack time discussion with peers Longer and more interactive story times and targeted questioning during literacy activities Performances of rhymes, poems and songs – what makes a good performance? Story time within topic to promote use of vocabulary, mirrored within provision and play activities Learning and retelling stories using story maps and props	Longer and more interactive story times and targeted questioning during literacy activities Meaningful and extended play interactions with peers and adults in and out of the classroom Questioning to develop used of topic based vocabulary Weekend news and activity recounts, modelling structure and detail needed when retelling events School trip recounts between peers and more structured presentations Longer and more interactive story times with targeted questioning during literacy activities

Personal Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.			
Our Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. Children’s rights are learned, taught, practised, respected, protected and promoted every day at Potten End School.				
Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.
Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach. Create an environment that includes, values and respects different faiths, cultures, views and ethnicities. Provide opportunities to make links with the local community, for example, outings to local places (such as village shop and church), inviting members of the local community to visit the school, taking part in local events and making links with a local charity. Encourage children to see themselves as part of a wider community. They can learn about national commemorations, such as Remembrance Day. They could also learn about places around the world using a range of resources, including books and online resources. Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. Encourage children to share their own experiences and respond to the experiences of others. They might learn about festivals and special days, different types of family units and different occupations. Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships.	Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe. Include children in creating class or group rules. Encourage and support children with learning about right from wrong. Help children to understand their own and others’ behaviour and feelings, as well as the consequences of their actions. Help children understand how to keep themselves safe and how to resolve conflicts appropriately. Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to. Encourage children to take turns, share and cooperate. Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers.	Provide opportunities to develop children’s self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements. Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected. Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience. Encourage children to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this. Allow children to develop their independence, offering them opportunities to follow their own ideas and interests. Ensure that all children engage in a wide range of activities and are not limited by gender or other stereotypes. Encourage children to express their own views and also respect the fact that others may have different views.	Give children the chance to vote for choices in activities. They might raise their hands or write down their favourite choice. Offer children choices so that they have some control and power over their lives. Create an environment which is a safe space to share ideas, consider alternative courses of action, make mistakes and try again. Make sure children know that their views and opinions matter – follow children’s interests. Encourage them to make requests too. Encourage children to make decisions together Support children to understand that they are part of a family, class, group, school/setting and community. Encourage children to value each other’s views and talk about their feelings, for example, during circle time activities when they might talk about their likes and dislikes. Offer opportunities for children to take turns, share, discuss and collaborate in a range of activities. Use group times and circle times to promote turn-taking, to encourage children to listen to each other and to value everyone’s contribution.	

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	PSED as a Prime area of the curriculum is woven into every element of the school day. Teaching and supporting children with the following skills is fundamental to developing their personal, social and emotional development – developing confidence and independence, making friends and getting on with others, learning about right and wrong, self-regulation of their emotions, understanding about their own and others’ feelings, feeling good about themselves, being interested, excited and motivated to learn, gaining self- respect, developing respect for their own culture and beliefs and those of others. In addition we will focus on good health, including oral health.					
PSHE Themes	Starting School	Celebrating Difference	Dreams and Goals	Healthy Me Healthy Eating	Relationships	Changing Me
Managing Self Self-Regulation Building Relationships	learning my friends’ names using circle games and the parachute. Read Colour Monster and introduce emotion faces	Looking after our teeth	Looking after our teeth	Making fruit salad Looking after our teeth	Looking after our teeth	Looking after our teeth

Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
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Fine Motor Children take part in morning fine motor activities depending on their stage of development, these range from placing objects & tweezing to letter formation and name writing	Threading, cutting, playdough, focus fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, playdough, focus fine motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, playdough, focus fine motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, playdough, focus fine motor activities. Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activities Pattern tracing and anti-clockwise drawing practice	Threading, cutting, playdough, focus fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, playdough, focus fine motor activities. Form letters correctly Copy 2D shapes Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor Children have access to the outdoor area, garden and playground where they take part in chasing games, ball games, bikes, scooters, climbing equipment, large scale water, large scale mark making Children take part in weekly swimming lessons	Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Game Skills – developing co-ordination and control using sports equipment. Children will learn to control, balance, throw and catch bean bags with themselves and with a partner	Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Net/wall Games - Children will begin to develop controlling large and small balls with their hands, feet and with bats and hockey sticks	Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Gymnastics – developing overall body strength, control and co-ordination using floor mats and gymnastic equipment Children can climb, balance, hold shapes and jump with control using large apparatus	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Invasion Games – Children build on their control of large and small balls to incorporate aiming and shooting for football & hockey scoring games	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Dance – developing to move with control and co-ordination including wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying creating patterns of movement and movement to music	Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Athletics – jumping, running, skipping, racing, throwing and aiming, relay activities and obstacle courses Sports Day

Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Themes	Fiction: Story retelling and sequencing Non-Fiction: Labels, Lists and Signs Poetry: Autumn/Harvest Poems	Fiction: Story retelling and sequencing Non-Fiction: Information Texts Poetry: Nursery Rhymes	Fiction: Story retelling and sequencing, Story Characters Non-Fiction: Instructions Poetry: Silly Poems	Fiction: Story retelling and sequencing, Story Characters Non-Fiction: Recounts Poetry: List Poems	Fiction: Story retelling and sequencing, creating own stories Non-Fiction: Letters and Books Poetry: Poems to say aloud	Fiction: Story retelling and sequencing, creating own stories Non-Fiction: Information Texts Poetry: Learning Poems by heart
Key Texts	My Body It Was a Cold Dark Night Squirrels What Can You See in Autumn? Step by Step Weather	Going on a Bear Hunt Tree Seasons by Hannah Pang A Stroll through the Seasons If the World Were Pumpkin Soup The Enormous Turnip Topsy and Tim Go to Hospital Jessica's Xray I am a Nurse/ I am a Doctor The Toy Hospital	Snail and the Whale The Fish Who Could Wish The Storm Whale Tiddler Commotion in the Ocean Somebody Swallowed Stanley Clem and Crab Mister Seahorse The Big Book of the Blue Deep in the Ocean Rainbow Fish	The Tiny Seed Jaspers Beanstalk Jack and the Beanstalk In the Garden The Extraordinary Gardener The Plant Cycle Sunflower Shoots and Muddy Boots Peep inside the Garden Leaves Oliver's Vegetables Oliver's Fruit Salad Daisy Eat Your Peas Handa's Surprise	A Ticket Around the World Around the World in 80 Days What a Wonderful World Welcome to Our World A Place Called Home My World, Your World Two Countries, One Me Grace and Family Lots – Marc Martin	At the Beach Seaside Holidays Then and Now Flotsam Lucy and Tom at the Seaside No, Nancy, No! A Seaside Adventure At the Beach (Roland Harvey) Winnie and Wilbur at the Seaside You Can't Take an Elephant on Holiday Alfie on Holiday
Comprehension Children receive reading books and reading for pleasure books weekly. Additionally RWI book bag books and/or Dittie sheets	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. 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 Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Actions to retell the story –Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of stories. Sequence story –use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books	Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phonics. Make the books available for children to share at school and at home - Enjoys an increasing range of books	Information leaflets about animal life cycles Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books – relating to frogs/butterfly life cycles They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group -Use story language when acting out a narrative. Can explain the main events of a story -Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Beginning to understand that a non-fiction is not a story, it gives information instead. Fiction means story. Rhyming words.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is not a story, it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.

	stories, learning new vocabulary.					
Word Reading Children will work in differentiated groups for phonics at the pace of the individual children, revisiting GPCs as necessary Opportunities to revisit will be frequent throughout the year	Phase 1 activities: rhyming, alliteration and oral blending and segmenting. Phonic Sounds: Set 1 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Reading red words Skills: Blending and segmenting	Phase 1 activities: rhyming, alliteration and oral blending and segmenting. Phonic Sounds: Set 1 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting special friends/ diagraphs in words. Show children how to pinch each finger as they say each sound. For red words such as 'the' and 'said', help children identify the word. Reading books with red words Skills: Blending and segmenting	Phase 1 activities: rhyming, alliteration and oral blending and segmenting. Phonic Sounds: Set1/2 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Reading red words Skills: Blending and segmenting	Phase 1 activities: rhyming, alliteration and oral blending and segmenting. Phonic Sounds Set 1/2 Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Reading red words Skills: Blending and segmenting	Phase 1 activities: rhyming, alliteration and oral blending and segmenting. Phonic Sounds: Set1/2 Reading: Words with adjacent consonants (CVCC, CCVC) Non-fiction texts, Fred in your head (Internal blending), Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Reading red words Skills: Blending and segmenting	Phase 1 activities: rhyming, alliteration and oral blending and segmenting. Phonic SoundsSet1/2/3 Reading: Words with adjacent consonants (CVCC, CCVC) Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Reading red words Skills: Blending and segmenting
Writing Writing practised daily in phonics, literacy and topic activities Children are encouraged to write phonetically using sound mats of the GPCs they have learned	Writing opportunities and supported writing activities: Name writing, sign writing, list writing Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams	Writing opportunities and supported writing activities: Initial sounds, CVC words using taught GPCs, animal names Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions Help children identify the sound that is to spell. Sequence the story Write a sentence	Writing opportunities and supported writing activities: CVC words / simple sentence writing Writing CVC words, Labels using CVC words Guided writing based around developing short sentences in a meaningful context. Create story maps and encourage free writing in provision	Writing opportunities and supported writing activities: CVC words / simple sentence writing , Speech bubbles, captions for pictures, lists of fruit Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions life cycles Character descriptions. Write 2 sentences	Writing opportunities and supported writing activities: CVC words / simple sentence writing , seaside postcards Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces . Form lower case and capital letters correctly. Rhyming words. Acrostic poems	Writing opportunities and supported writing activities: CCVC/CVCC simple sentence writing using high frequency words Story writing, writing sentences using a range of words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description

Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding such as using manipulatives, including small pebbles and tens frames for organising counting children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Early Mathematical Experiences Counting rhymes and songs 2D Shapes. Subitising (including equivalence, more and less) Subitising numbers up to 5; recognising the amount without counting. Recognising numbers to 5 and linking names to their values Counting skills (stable order and one to one correspondence) Counting reliably, using number names in order and one to one correspondence Comparison – measures Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them	Pattern recognition Noticing, describing and extending patterns, including thinking about what part is the repeating unit Classification Classifying (grouping) objects using given criteria and their own ideas and comparing the groups after classification Counting the sort (including cardinality) Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets Shape and sorting Describe, and sort 2D shapes	Using counting to compare Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts Spatial thinking Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols Magnitude – ordering and estimating Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10	Regrouping the whole Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds Regrouping parts to find the total (the whole) Combining parts to make a whole and using the part, whole model to develop an understanding of addition Finding the whole and missing parts Explores what to do when something is missing; initially the whole but moving on to working out a missing part. Different types of problems will be used to teach different strategies. Shape Describe and sort 2D and 3D shapes	Ten and some more Understanding values to 20 (focusing on the numbers 10 – 20) by creating the unit of 10, for comparison and finding one more and one less than a number Doubling and halving Exploring doubling and halving, including solving problems involving doubling and halving Calendar and time Days of the week, seasons Sequence daily events	Odd and even Understanding that numbers are either odd or even, looking at their ‘composition’ and whether they share fairly into two groups Counting beyond 20 Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers Money Coin recognition and values Combinations to total 20p Change from 10p

Understanding The World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
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Children have ongoing opportunities to share their home experiences in class. Children can bring achievements to be recognised and share home activities in their home learning books.	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Looking at maps of UK and finding landmarks and capital cities Comparing towns and cities and the features of them	Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations Make comparisons between celebrations from different cultures Diwali Day – how Hindu and Sikhs celebrate this Bonfire night activities and safety Autumn walks and scavenger hunts at the local park Children talk about their own Christmas activities and celebrations and learn about how others celebrate Introduce children to different occupations including the emergency services and other ‘people who help us’ in the community. Seasonal changes: Listen to children describing and commenting on things they have seen whilst outside, including plants and animals	Children learn about the Lunar New Year and how this is celebrated with support of visitors from the community Children explore South East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar Use of Google Maps for children to navigate around the world looking at bodies of water Children investigate floating and sinking and the properties of different materials Junk modelling using range of materials to create an umbrella, boat, aeroplane etc After close observation, draw pictures of the natural world, including animals and plants	Listening to stories and placing events in chronological order Listen to what children say about what they see Create Easter treasure hunts to find places/ objects within our learning environment. Easter celebrations and the Easter story How plants grow and caring for plants – children will be introduced to different plants and how to care for them. Children can plant bulbs in the outdoor area and seeds in the classroom and make observations as they grow Children explore how roots grow by propagating plants in water and making observations After close observation, draw pictures of the natural world, including animals and plants	Children explore different countries and cultures from around the world Children learn about similarities and differences between countries in the UK Children use maps to find places they recognise and new places Compare books, toys, food and bedrooms of children from different countries around the world Children explore different transport – aeroplanes, boats, trains and buses and plan routes that these can take Children try food from different cultures and learn about how food is important and can be celebrated differently around the world	Sharing their own experiences of special family times including holidays, sleep overs and times they have spent away from their own home Family holiday photos for children to compare and recount experiences including photos from the past of parents and grandparents holidays Children learn about and compare holidays from the past using images, photos, posters and artifacts Navigating using local maps and maps of the world Seasonal changes: Listen to children describing and commenting on things they have seen whilst outside, including plants and animals Ramadan/Eid celebrations, children and families share experiences Minibeast hunts

Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children can take part in extra-curricular music lessons promoted within the school including piano and singing Children attend whole school assemblies with music, singing and hymns Music is at the heart of Queenswood School with many opportunities for children to learn and perform music Children listen to older children perform singing and piano pieces regularly in assembly and take part in their own musical performances Termly Art Days include children in whole school co-operative art activities	Join in with songs and rhymes for counting, literacy and more structured learning including Harvest Festival performances Children learn to mix colours using paints Opportunities for domestic and enhanced role play games and use resources available for props; build models using construction equipment. Sing call and response songs, so that children can echo phrases of songs you sing in discrete music opportunities Self-portraits, junk modelling, take picture of children's creations and display these Exploring sounds and how they can be changed, tapping out of simple rhythms using instruments Provide opportunities to work together in the classroom to develop and realise creative ideas – class displays, projects and performances	Firework pictures using chalks, scratch art Diwali day masks and puppets for role play Diva lamp sculpture using paper, salt dough, clay Use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories Autumn and Christmas small world play using props Art Day – children work alongside whole school to develop artistic skills and processes based on a theme Nativity Play preparation – songs and dances s Christmas decorations, Christmas cards Christmas songs/poems Simple stitches using binka and large thread- Sewing and weaving activities	Lunar new year crafts and artwork including paper lanterns, animal masks Chinese Zodiac small world and role play Children explore East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar, Chinese music and dragon dance Creating structures including buildings, towers, bridges using a range of different materials Creating boats that float Designing boat flags	Children explore the outside and inside of different fruit and make drawings of these using pastels and crayons Animal life cycle small world play Animal life cycle crafts and photos to provoke drawing and making Butterfly crafts, paint printing, collage, filter paper butterflies Playdough animal sculptures Mothers' Day card crafts Easter card crafts – Easter egg decoration, Easter stamps and patterns, Easter chicks, lambs Playdough, salt dough and clay plants, leaves and flowers sculptures Leaf painting and printing	Nature sculpture using loose parts – children create arrangements and pictures using different found materials Recycled artwork and arrangements of materials Range of materials for children to explore arrangement and collage	Photos of different places around the world to provoke artwork using paint, pens, pencils, crayons, chalk Images of hot and cold places to provoke painting and artwork along with cold and warm colour palettes – paint, tissue paper, collage materials, pens, pencils