



Curriculum Long Term Overview
PRESCHOOL AND RECEPTION

Inspire • Challenge • Achieve

Curriculum Drivers

Community	Enrichment	Knowledge & Skills	Aspiration
Making children aware of the community around them and how they fit into it.	Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital	To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group.	To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities.

School Values ([website](#))

Togetherness	Respect	Resilience	Ambition	Pride
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British Values ([statement](#))

Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance
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2022/2023 – Rotation A

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Superheroes 10 week Inspire Knowledge and skills Community	Once upon a time 9 weeks Challenge Enrichment Knowledge and skills		Bounce, Wiggle and Crawl (10 Weeks) Knowledge and skills Inspire		Muck Mess and Mixture 10 weeks Challenge Achieve Aspiration
<p style="color: blue;">Three – four year olds</p> <p style="color: red;">Reception Children</p> <p style="color: green;">Early learning Goal</p>	<ul style="list-style-type: none"> - All about me- if I was a superhero/ what I like/am good at/ dreams about - People who help us <p>TOPIC BOOKS:</p> <p>Stuck</p> <p>Super Daisy Super Duck Supertato Elliot Midnight Superhero My mum is a superhero 10 little superhero Amazing thing for Superhero's to make and do Avocado baby How to be a superhero I'm the best (Lucy Cousins) Meg and Mog stories Winnie the witch Diwali Story Bonfire night Harvest My Mum is fantastic</p>	<ul style="list-style-type: none"> - Traditional tales - Christmas around the world: St Nick traditions - Celebrations What makes people special? - What is Christmas? - How do people celebrate? - What can we learn from stories? - What makes places special? <p>TOPIC BOOKS:</p> <p>Gingerbread Man/ Runaway chapati The enormous Turnip Christmas stories Nativity story Stick man Goldilocks and the three bears</p>	<ul style="list-style-type: none"> - Different animals: - Woodland creatures/ Minibeasts/ Jungle animals/creatures around the world/ creatures in different habitats/ - All bout me- changes in movement- what happens to my body when I move (PD) <p>TOPIC BOOKS:</p> <p>Chinese New year The Magic Paintbrush Oi frog The teeny weeny tadpole K is for kicking kangaroo Aliens love underpants Doing the animal Bop Down in the jungle Rainforest Polar Animals Camel-o shy I'm the best AArh there's a Skelton inside you Wiggle and roar Giraffes can't dance Australian Animals- Anzac day</p>	<ul style="list-style-type: none"> - growing - minibeasts - farms - science exploration - recycling - Eco warriors - forest School - local British wildlife <p>- Spring; Bluebells/daffodils/snowdrops Heart of England woods (local visitors)</p> <ul style="list-style-type: none"> - Tales of the enchanted wood - British woodland- woodland trust <p>TOPIC BOOKS:</p> <p>The very hungry caterpillar Titch Jaspers beanstalk Jack and the beanstalk Superworm The three little pigs There was an old lady who swallowed a fly</p>		

			<p>The egg hunt Dinosaur stomp Dear Zoo Gruffalo We're Going on a Bear Hunt</p>	<p>The crunching munching caterpillar The grumpy Ladybird The very lazy ladybird Spider (LF) Michael Recycle George saves the world by lunchtime Miss Wishey Washy Rosie's walk Bear Books Spring books Owl Babies Handas' surprise Eat your peas Olivers' fruit salad</p>
<p>PSED/ SMCS/ RE Three – four year olds Reception Children Early learning Goal</p>	<p><u>Me, you and us</u> – personal responsibility, feelings, behaviour, school rules, personal space and consent. Respect, manners, courtesy</p> <p>PSED:</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting. 	<p>F1: Why is the word 'God' so important to Christians? (pg 29) GOD</p> <p>F2: Why is Christmas special for Christians? (pg 30) INCARNATION</p> <p>PSED:</p> <ul style="list-style-type: none"> Do not always need an adult to remind them of a rule. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<p>F3: Why is Easter special for Christians? (pg 31) SALVATION</p> <p>F4: Being Special: Where do I belong? (Pg 32) THEMATIC</p> <p>PSED:</p> <ul style="list-style-type: none"> Develop appropriate ways of being assertive. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Play with one or more other children, extending and elaborating play ideas 	<p>F5: Which places are special and why? (pg 33) THEMATIC</p> <p>F6: Which stories are special and why? (pg 34) THEMATIC</p> <p><u>Healthy me</u> – mental health, healthy eating, bullying and healthy Looking after ourselves and the world around us– Medicine, online, stranger danger, road safety and water safety, vaccinations, sun safety, environment. Relationship. Changes and growing up – Transition, growing up, baby to now, independence, appropriate touching, PANTS.</p> <p>PSED:</p>

	<ul style="list-style-type: none"> • Show more confidence in new social situations • Increasingly follow rules, understanding why they are important. • See themselves as a valuable individual. • Build constructive and respectful relationships • Manage their own needs. 	<ul style="list-style-type: none"> • Begin to understand how others might be feeling • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge <p>PSED: ELG:</p> <p>ELG Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>ELG Managing Self: - Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>ELG Building Relationships - Form positive attachments to adults and friendships with peers; -</p>	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <p>PSED: ELG:</p> <p>ELG Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience
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				<p>and perseverance in the face of challenge;</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Show sensitivity to their own and to others' needs
<p>PHYSICAL DEVELOPMENT PE focus Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Progress towards a more fluent style of moving, with developing control and grace. 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines 	<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Make healthy choices about food, drink, activity and toothbrushing • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed,

	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>including dance, gymnastics, sport and swimming</p> <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian <p>ELG Gross Motor Skills</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG Fine Motor Skills</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>- Begin to show accuracy and care when drawing</p>	<p>for example, putting coats on and doing up zips.</p> <p>ELG Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - - Demonstrate strength, balance and coordination when playing <p>ELG Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -
<p>COMMUNICATION AND LANGUAGE Three – four year olds</p>	<ul style="list-style-type: none"> • Can find it difficult to pay attention to more than one thing 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of 	<ul style="list-style-type: none"> • Use talk to organise themselves and their play: 	<ul style="list-style-type: none"> • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Reception Children
Early learning Goal

<p>at a time.</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Engage in story times. • Understand how to listen carefully and why listening is important. • Develop social phrases. • Listen to and talk about stories to build familiarity and understanding • Learn rhymes, poems and songs • Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>what happens.</p> <ul style="list-style-type: none"> • Can start a conversation with an adult or a friend and continue it for many turns. • Learn new vocabulary • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Use new vocabulary in different contexts. • Use new vocabulary through the day • Connect one idea or action to another using a range of connectives • Describe events in some detail 	<p>“Let’s go on a bus... you sit there... I’ll be the driver.”.</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Sing a large repertoire of songs Use longer sentences of four to six words • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>ELG Listening, Attention and Understanding</p> <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 	<ul style="list-style-type: none"> • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ • Know many rhymes, be able to talk about familiar books, and be able to tell a long story <p>ELG Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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 Speaking</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
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			<p>discussions and small group interactions</p> <p>ELG Speaking</p> <ul style="list-style-type: none"> 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>LITERACY: Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense <p>ELG Comprehension.</p>	<ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately. <p>ELG Comprehension - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG Writing Write simple phrases and sentences that can be read by others</p>

	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>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;</p> <p>ELG Word Reading - Read words consistent with their phonic knowledge by sound-blending;</p> <p>ELG Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	
<p>LITERACY WRITING Genres to be covered.</p> <p>Following instructions and giving instructions orally.</p> <p>Recounts from different characters.</p> <p>Instructions</p> <p>Information</p> <p>Recount Checklist- opportunities to be throughout the year in such as; Maths: time of day UTW: recall special events and times/ celebrations</p>	<p>Narrative: Stuck</p> <ul style="list-style-type: none"> Beginning Middle End Characters Setting Adjectives to describe <p>Non- Chronological Report : information poster</p> <ul style="list-style-type: none"> Title 	<p>Narrative: The Gingerbread man</p> <ul style="list-style-type: none"> Beginning Middle End Characters Setting Adjectives to describe <p>Letter to Santa/ Cards</p> <ul style="list-style-type: none"> Senders address at the top right Dear... Chatty language Informal ending – from, Best Wishes 	<p>Narrative: The Three Billy goats gruff</p> <p>Beginning</p> <ul style="list-style-type: none"> Middle End Characters Setting Adjectives to describe <p>Instruction Writing: how to build a ...</p> <ul style="list-style-type: none"> Title Simple, easy vocabulary Time Adverbials Bossy (Imperative) verbs Numbered points 	<p>Narrative: Goldilocks and the three bears/ Ging on a Bear hunt</p> <ul style="list-style-type: none"> Beginning Middle End Characters Setting Adjectives to describe <p>Poetry: Nursery rhymes Plus: Brown Bear, Brown Bear: Eric Carle [rhyming text]</p>

<p>Time adverbials (first, next, after, later)</p> <ul style="list-style-type: none"> • First person • Describe clearly what has happened • Chronological order. 	<ul style="list-style-type: none"> • Opening sentence that explains what the report is about • Picture / diagram • Sentences linked to the pictures 			
<p>MATHEMATICS: Three – four year olds Reception Children Early learning Goal (UNITS White rose maths/ MN)</p>	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create 	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5 • Show 'finger numbers' up to 5 • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Talk about and explore 3D shapes (for example cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Make comparisons between objects relating to size, length, weight and capacity. • Count beyond ten • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 <p>ELG Number</p>	<ul style="list-style-type: none"> • Recite numbers past 5. • Solve real world mathematical problems with numbers up to 5 • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

	<p>ABAB patterns – stick, leaf, stick, leaf.</p> <ul style="list-style-type: none"> • Notice and correct an error in a repeating pattern. • Count objects, actions and sounds. • Subitise. • Continue, copy and create repeating patterns <p>(AUT) WRM units week 1-9 Match sort and compare Talk about measures and patterns</p> <p>Mastery in number: 1-5</p>	<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value • Compare length, weight and capacity. <p>(AUT) units week 10-12 Circles and triangles Shapes with 4 sides</p> <p>Spring WRM units Mass and capacity</p> <p>Mastery in numbers: 1-8 Numbers to 10</p>	<ul style="list-style-type: none"> • 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>ELG Numerical Patterns</p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; <p>Spring WRM units Length, height and time Explore 3d shape</p> <p>Mastery in number: Sorting odd and evens Consolidation of numbers to 10</p>	<p>ELG Number</p> <ul style="list-style-type: none"> • 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>ELG Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Summer WRM units Numbers to 10 and beyond How many Manipulate, compose and decompose Sharing and grouping Visualise, build and map Consolidate and connections</p> <p>Mastery in number: Numbers to 10 and beyond</p>
<p>UNDERSTANDING THE WORLD: SCIENCE Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> • Materials and including changing materials • Electricity • Earth and space 	<ul style="list-style-type: none"> • Humans • Sound • Light • Linked to PSED (Feelings, Differences) 	<ul style="list-style-type: none"> • Animals excluding humans • Forces • (Linked to Geography and History) 	<ul style="list-style-type: none"> • Living things and their habitats • Plants • Plant seeds and care for growing plants

<p>Seasonal changes over time: to be explored throughout the year: Understand the effect of changing seasons on the natural world around them ELG Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Working Scientifically throughout the year: Make observations of things through a variety of means, including magnifiers and photographs.</p> <ul style="list-style-type: none"> • Ask simple questions about observations • Make suggestions to explain why and how using knowledge gained • Sort and classify objects and give explanations e.g. dinosaurs • Record using a variety of ways and different technology 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties and changes they notice. • Talk about the differences between materials and the changes they notice. 	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary • Use all their senses in hands on explorations of natural materials • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • (Habitats/ Climate change) • Explore and talk about different forces they can feel • Explore how things work. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal • Use all their senses in hands-on exploration of natural materials • Begin to understand the need to respect and care for the natural environment and all living things. • Describe what they see, hear and feel whilst outside • Explore the natural world around them <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • I 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;
<p>UNDERSTANDING THE WORLD: GEOGRAPHY Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> • Show interest in different occupations. • Talk about members of their immediate family and community 	<p>ELG People, Culture and Communities</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p>	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things <p>ELG People, Culture and Communities</p>

	<ul style="list-style-type: none"> • Draw information from a simple map • I can remember the name of a familiar road, or village that the school is located in 	<p>experiences and what has been read in class</p>	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live. <p>ELG People, Culture and Communities</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>ELG The Natural World</p> <ul style="list-style-type: none"> • 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.
<p>UNDERSTANDING THE WORLD: HISTORY Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> • Name and describe people who are familiar to them. • I can talk about members of my family and people in the community. • Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Compare and contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past • Identify some similarities and differences between things in the past and now. 	<p>ELG: Understanding the world: Past and Present.</p> <ul style="list-style-type: none"> • Talk about the lives of 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. • 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
Computing Focus	Playing, exploring and tinkering age-appropriate technology.	Expressive art and design, audio, photos and art.	Beebots and other programmable toys	Exploring typing and understanding buttons on a range of devices.
EXPRESSIVE ARTS AND DESIGN: DT (linked to Art) Three – four year olds Reception Children Early learning Goal	<ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <p>Lets look at vehicles</p>	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. <p>Lets look at hats Threading Gingerbread men Diya lamps</p>	<ul style="list-style-type: none"> Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park Return to and build on their previous learning, refining ideas and developing their ability to represent them ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Building Bridges</p>	<ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create collaboratively, sharing ideas, resources and skills ELG: Share their creations, explaining the process they have used <p>Fantastic Fruit</p>
EXPRESSIVE ARTS AND DESIGN: ART (linked to DT) Three – four year olds Reception Children	Understanding Identity and Exploring Relationships	Show different emotions in their drawings and paintings, like happiness,	Explore colour and colour mixing Use drawing to represent ideas like movement or loud noises.	Draw with increasing complexity and detail, such as representing a face with a circle and including

<p>Early learning Goal</p>	<p>Resources to help children explore who they are, and how they might connect to those around them.</p> <p>Self Portraiture</p>	<p>sadness, fear, etc.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Celebration crafts: Diwali Xmas crafts and decoration</p>	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Troll pictures Blotto art Masks Troll Puppets</p>	<p>details.</p> <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills ELG: Share their creations, explaining the process they have used <p>Exploring the natural world</p> <ul style="list-style-type: none"> Natural tie die Primal painting To colour <p>Exploring the power of creativity</p> <p>Minibeast art</p>
<p>EXPRESSIVE ARTS AND DESIGN: MUSIC/DRAMA</p> <p>Three – four year olds</p> <p>Reception Children</p> <p>Early learning Goal</p> <p>Charanga</p> <p>Instrument: Boomwhackers and untuned percussion.</p>	<p>My Stories</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Everyone</p> <p>Remember and sing entire songs</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Big Bear Funk</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Expressive Arts and Design ELG:</p>	<p>Our World</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Expressive Arts and Design ELG:</p>

			<p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Make and use props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers.</p>
Links to British Values	Rule of Law School/class rules	Mutual Respect & Tolerance Christian values	Democracy Working together	Individual Liberty: my own choices and believes/ believe in my own ability
School Values	Togetherness: working together/ team work/class rules	Respect/ other culture and beliefs/ Traditions and festivals/taking care of eacother	Resilience/ keep trying/ challenges	Ambition/ scientists/ explore/wonder and awe/ natural world/ growing up
Enrichment / Community	<p>School rules Pear Tree Local community police officers.</p> <p>Community Inspire</p>	<p>Local church Broadway Christmas shopping Nativity Other religious visitors e.g. Hindu/Jewish- contact local religious leaders in the area.</p> <p>Community Enrichment</p>	<p>Knowledge and skills Enrichment</p>	<p>Local scientists Fizz Bang Forest School Farm trip Picnic Worcester woods</p> <p>Aspiration Knowledge and skills Challenge Achieve</p>

2023/2024 – Rotation B

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Fairies Dragons and Knights (9 weeks) Inspire Community	Fun, Fireworks and Food (8 weeks) Community Enrichment		Where I live. (9 weeks) Knowledge and skills Inspire Community		Land Ahoy (9 weeks) Knowledge and skills Aspire Challenge Achieve
<p>Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> Knights/The royal family and the role of the royal family: charity, recognises excellences and rewards this with knighthood. castles and why castles were made. Recognise the features of a castle: tower, drawbridge, moat. Learn about the fictional roles of fairies and dragons and 'good and bad' characters. <p>TOPIC BOOKS</p>	<p>Celebrations- my own, others, around the world. Christmas: Broadway shopping Different food people celebrate with Local traditions/ around the world traditions.</p> <p>TOPIC BOOKS: Dim sum for everyone Eating the alphabet The magic ramen Christmas stories Nativity story Diwali Story Chinese New Year</p>	<p>Different homes around the world Old and new buildings My family: grandparents/ siblings/ extended family Broadway: This is where our school is. Local home village e.g. Honeybourne, Willersey this is where I live</p> <p>TOPIC BOOKS: Chinese New year The Magic Paintbrush Little red riding hood Stuck</p>	<p>-Pirates - Islands- UK is an island holidays/travel/adventures How to be safe when we travel Pollution and the environment/ sea/water pollution</p> <p>TOPIC BOOKS: Sombody swallowed Stanley Duffy's lucky escape Moana The journey Home Lost and Found Where the wild things are The snail and the whale Commotion in the ocean Come on rain</p>		

	<p>Tell me a dragon Cinders and the Bubble blowing dragon Zog George and the dragon Freddie the fairy Princess and the pea Princess Mirbell and the dragon pox The princess and the Wizard Dragon Post Room on the broom That's not my dragon The paper bag princess How to catch a dragon</p>			
<p>PSED/ SMCS/ RE Three – four year olds Reception Children Early learning Goal</p>	<p><u>Me, you and us</u> – personal responsibility, feelings, behaviour, school rules, personal space and consent. Respect, manners, courtesy</p> <p>PSED:</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community Become more outgoing with 	<p>F1: Why is the word ‘God’ so important to Christians? (pg 29) GOD</p> <p>F2: Why is Christmas special for Christians? (pg 30) INCARNATION</p> <p>PSED:</p> <ul style="list-style-type: none"> Do not always need an adult to remind them of a rule. Talk about their feelings using words 	<p>F3: Why is Easter special for Christians? (pg 31) SALVATION</p> <p>F4: Being Special: Where do I belong? (Pg 32) THEMATIC</p> <p>PSED:</p> <ul style="list-style-type: none"> Develop appropriate ways of being assertive. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have 	<p>F5 Which places are special and why? (pg 33) THEMATIC</p> <p>F6: Which stories are special and why? (pg 34) THEMATIC</p> <p><u>Healthy me</u> – mental health, healthy eating, bullying and healthy Looking after ourselves and the world around us– Medicine, online, stranger danger, road safety and water safety, vaccinations, sun safety, environment. Relationship.</p>

	<p>unfamiliar people, in the safe context of their setting.</p> <ul style="list-style-type: none"> • Show more confidence in new social situations • Increasingly follow rules, understanding why they are important. • See themselves as a valuable individual. • Build constructive and respectful relationships • Manage their own needs. 	<p>like 'happy', 'sad', 'angry' or 'worried'.</p> <ul style="list-style-type: none"> • Begin to understand how others might be feeling • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others 	<p>chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Show resilience and perseverance in the face of challenge <p>PSED: ELG:</p> <p>ELG Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>ELG Managing Self: - Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>ELG Building Relationships - Form positive attachments to adults and friendships with peers;</p>	<p>Changes and growing up – Transition, growing up, baby to now, independence, appropriate touching, PANTS.</p> <p>PSED:</p> <ul style="list-style-type: none"> • Talk with others to solve conflicts. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <p>PSED: ELG:</p> <p>ELG Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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
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				<p>follow instructions involving several ideas or actions.</p> <p>ELG Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Show sensitivity to their own and to others' needs
<p>PHYSICAL DEVELOPMENT Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Match their developing 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Are increasingly able to use and remember sequences and patterns of movements 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Make healthy choices about food, drink, activity and toothbrushing • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Use one-handed tools and equipment, for example,

	<p>physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>which are related to music and rhythm.</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian <p>ELG Gross Motor Skills</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG Fine Motor Skills</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p>making snips in paper with scissors.</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>ELG Gross Motor Skills</p> <p>- Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>-</p> <p>- Demonstrate strength, balance and coordination when playing</p> <p>ELG Fine Motor Skills</p> <p>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>-</p>
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	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 		<ul style="list-style-type: none"> - Begin to show accuracy and care when drawing 	
<p>COMMUNICATION AND LANGUAGE (Listening and attention/understanding/speaking) Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can start a conversation with an adult or a friend and continue it for many turns. Learn new vocabulary Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”. Use a wider range of vocabulary. Sing a large repertoire of songs Use longer sentences of four to six words Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise 	<ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ Know many rhymes, be able to talk about familiar books, and be able to tell a long story <p>ELG Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when

	<ul style="list-style-type: none"> Engage in story times. Understand how to listen carefully and why listening is important. Develop social phrases. Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> Use new vocabulary through the day Connect one idea or action to another using a range of connectives Describe events in some detail 	<p>thinking and activities explain how things work and why they might happen Engage in non-fiction books.</p> <ul style="list-style-type: none"> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>ELG Listening, Attention and Understanding</p> <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 <p>ELG Speaking</p> <ul style="list-style-type: none"> 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>engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
<p>LITERACY Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that 	<ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately. <p>ELG Comprehension</p>

	<p>rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Form lower-case and capital letters correctly <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>starts at the top of the page; write 'm' for mummy</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense <p>ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories;</p> <p>ELG Word Reading - Read words consistent with their phonic knowledge by sound-blending;</p> <p>ELG Writing Write recognisable letters, most of which are correctly formed;</p>	<p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG Writing Write simple phrases and sentences that can be read by others</p>
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			Spell words by identifying sounds in them and representing the sounds with a letter or letters	
<p>LITERACY WRITING Genres to be covered.</p> <p>Following instructions and giving instructions orally.</p> <p>Recounts from different characters.</p> <p>Instructions</p> <p>Information</p> <p>Recount Checklist-opportunities to be throughout the year in such as</p> <p>Maths: time of day</p> <p>UTW: recall special events and times/celebrations</p> <p>Time adverbials (first, next, after, later)</p> <ul style="list-style-type: none"> • First person • Describe clearly what has happened • Chronological order. 	<p>Narrative: Room on the broom</p> <p>Beginning</p> <ul style="list-style-type: none"> • Middle • End • Characters • Setting • Adjectives to describe <p>Instructions:</p> <p>Instruction writing: recipe</p> <ul style="list-style-type: none"> • Title • Simple, easy vocabulary • Time Adverbials • Bossy (Imperative) verbs • Numbered points 	<p>Narrative: How to catch a star</p> <ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Setting • Adjectives to describe <p>Information poster: A</p>	<p>Narrative: Dear Zoo</p> <ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Setting • Adjectives to describe <p>Poetry: I can poems</p>	<p>Narrative; Lost and Found</p> <ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Setting • Adjectives to describe <p>Non-fiction: Messages in a bottle</p>
<p>MATHEMATICS:</p> <p>Three – four year olds</p> <p>Reception Children</p> <p>Early learning Goal</p> <p>(UNITS White rose maths/ MN)</p>	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). 	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5 • Show 'finger numbers' up to 5 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Link numerals and amounts: for example, showing the right 	<ul style="list-style-type: none"> • Recite numbers past 5. • Solve real world mathematical problems with numbers up to 5 • Begin to describe a sequence of events, real or fictional,

	<ul style="list-style-type: none"> • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Make comparisons between objects relating to size, length, weight and capacity. • • Link the number symbol (numeral) with its cardinal number value • Automatically recall number bonds for numbers 0–5 • Compare length, weight and capacity. <p>(AUT) units week 10-12 Circles and triangles Shapes with 4 sides</p>	<p>number of objects to match the numeral, up to 5.</p> <ul style="list-style-type: none"> • • Talk about and explore 3D shapes (for example cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. • Make comparisons between objects relating to size, length, weight and capacity. • Count beyond ten • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 <p>ELG Number</p> <ul style="list-style-type: none"> • 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>ELG Numerical Patterns</p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity 	<p>using words such as ‘first’, ‘then.’</p> <ul style="list-style-type: none"> • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <p>ELG Number</p> <ul style="list-style-type: none"> • 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>ELG Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system;
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	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Continue, copy and create repeating patterns <p>(AUT) WRM units week 1-9 Match sort and compare Talk about measures and patterns</p> <p>Mastery in number: 1-5</p>	<p>Spring WRM units Mass and capacity</p> <p>Mastery in numbers: 1-8 Numbers to 10</p>	<p>is greater than, less than or the same as the other quantity;</p> <p>Spring WRM units Length, height and time Explore 3d shape</p> <p>Mastery in number: Sorting odd and evens Consolidation of numbers to 10</p>	<p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Summer WRM units Numbers to 10 and beyond How many Manipulate, compose and decompose Sharing and grouping Visualise, build and map Consolidate and connections</p> <p>Mastery in number: Numbers to 10 and beyond -</p>
<p>UNDERSTANDING THE WORLD: SCIENCE (ASE) Three – four year olds Reception Children Early learning Goal</p> <p>Covered throughout the year.</p> <p>*plants *seasonal changes In forest school/ enhanced provision</p> <p>Changes over time: to be explored throughout the year: Understand the effect of changing seasons on the natural world around them ELG Understand some important processes and changes in the natural world around</p>	<p>Humans Light</p> <p>Talk about what they see, using a wide vocabulary Use all their senses in hands on explorations of natural materials</p>	<p>Humans and Light continued (Christmas lights/ stars) Sound- (fireworks/ bells – Chinese new year)</p> <p>(Linked to PSED)</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Materials, including changing materials Electricity Forces (Linked to Geography and History) My community where I live</p> <ul style="list-style-type: none"> Explore and talk about different forces they can feel. Explore how things work Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. 	<p>Living things and their habitats Animals excluding humans</p> <p>Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Describe what they see, hear and feel whilst outside</p>

<p>them, including the seasons and changing states of matter.</p> <p>Working Scientifically throughout the year: Make observations of things through a variety of means, including magnifiers and photographs.</p> <ul style="list-style-type: none"> • Ask simple questions about observations • Make suggestions to explain why and how using knowledge gained • Sort and classify objects and give explanations e.g. dinosaurs • Record using a variety of ways and different technology 			<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Explore the natural world around them Recognise some environments that are different to the one in which they live.</p> <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants
<p>Computing Focus</p>	<p>Playing, exploring and tinkering age-appropriate technology.</p>	<p>Expressive art and design, audio, photos and art.</p>	<p>Beebots and other programmable toys</p>	<p>Exploring typing and understanding buttons on a range of devices.</p>
<p>UNDERSTANDING THE WORLD: GEOGRAPHY Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> • Show interest in different occupations. • Talk about members of their immediate family and community • Draw information from a simple map 	<p>ELG People, Culture and Communities</p> <p>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</p>	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things <p>ELG People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>ELG The Natural World</p>

			<p>ELG People, Culture and Communities</p> <p>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>	<ul style="list-style-type: none"> • 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.
<p>UNDERSTANDING THE WORLD: HISTORY Three – four year olds Reception Children Early learning Goal</p>	<p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Compare and contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past 	<p>ELG: Understanding the world: Past and Present.</p> <ul style="list-style-type: none"> • Talk about the lives of 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>EXPRESSIVE ARTS AND DESIGN: DT (linked to Art) Three – four year olds Reception Children Early learning Goal</p>	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. <p>Lets look at products</p>	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Return to and build on their previous learning, refining 	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.

	Peg fairies Create a dragon trap		ideas and developing their ability to represent them <ul style="list-style-type: none"> ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Building stick and straw houses Mud houses Hinges and Catches	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills ELG: Share their creations, explaining the process they have used Building boats (Linked to Science)
EXPRESSIVE ARTS AND DESIGN: ART (linked to DT) Three – four year olds Reception Children Early learning Goal	Explore colour and colour mixing Exploring the power of creativity: Painting a savanna/ creating a dragon world (fairies/ dragons/knights instead of animals) Dragon eggs-marbling Printing to create dragon scales Understanding Identity and Exploring Relationships Resources to help children explore who	<ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore, use and refine a variety of artistic effects to express their ideas and feelings Splat painting Firework pictures Wax crayons fireworks (Nursery night time collage) Different tools to create a firework picture	<ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Return to and build on their previous learning, refining ideas and developing their ability to represent them ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Printing	<ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create collaboratively, sharing ideas, resources and skills ELG: Share their creations, explaining the process they have used Exploring the power of creativity: Marbling Waves/ sea pictures: different techniques/ tools

	they are, and how they might connect to those around them. Self Portraiture			Access art ; Rainbows and waves for grey days
<p>EXPRESSIVE ARTS AND DESIGN: MUSIC/DRAMA Three – four year olds Reception Children Early learning Goal</p> <p>Charanga Instrument: Boomwhackers and untuned percussion.</p>	<p>Me! Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>My stories Remember and sing entire songs</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Everyone! Create their own songs, or improvise a song around one they know. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <ul style="list-style-type: none"> • Expressive Arts and Design ELG: • Sing a range of well-known nursery rhymes and songs. 	<p>Big Bear Funk Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> • Expressive Arts and Design ELG: • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. • Make and use props and materials when role playing characters in narratives and stories • Invent, adapt and recount narratives and stories with peers and their teachers.
Links to British Values	Rule of Law School/class rules	Mutual Respect & Tolerance Christian values	Democracy Working together	Individual Liberty

School Values	Togetherness	Respect	Resilience	Ambition
Enrichment / Community	School rules Pear Tree Local community police officers. Party day: dress up as and attend the 'party Banquet' in class Visit: The castle at The Valley. Community Inspire	Local church Broadway Christmas shopping Nativity Other religious visitors e.g. Hindu/Jewish- contact local religious leaders in the area. Community Enrichment	Trim trail Park visit- move in different ways in the park Visit from animal e.g. birds of prey/ reptiles Visit to Cotswold Wildlife park and gardens Knowledge and skills Enrichment	Local scientists Fizz Bang Forest School Knowledge and skills Aspiration Challenge Achieve