

Reception Long Term Planning and Key Knowledge and Skills Curriculum Map.

At Newdale Primary an over-arching theme is planned each half term first and foremost to develop '**Communication and Language development**', whilst offering opportunities for the children to cover a range of objectives, providing **engagement, motivation, and purpose for learning**. However, these plans are subject to change: flexibility and amendments where current affairs take precedent over themes. We believe that the most effective method of ensuring progress is a balance between high quality adult-led activities and independent learning opportunities.

A bespoke curriculum has been developed for Newdale, selecting statements from 'Birth to Five Matters 2021' and 'Development Matters revised 2023' tailored to the needs of the pupils within our setting to support them in reaching the crucial Early Learning Goals (ELGs).

The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year.

Children should develop the **3 prime areas**. These are:

Communication and language (CL), Personal, social and emotional development (PSED) and Physical development (PD),

These prime areas are those most essential for a child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD).

The table shows coverage and progression of themes, activities and **key knowledge and skills** over the year. Please note, individual children develop at different rates and whilst activities have been planned to address progressively the objectives within the EYFS curriculum, children may obtain the objectives at different rates throughout the year. Please also note that whole school curriculum documents will contain EYFS links and detail progression further.

Long Term Forecast: Year Reception <i>Working across the Reception years and ELG age statements.</i>						
<u>Year R Curriculum Overview</u>						
Subjects	<u>Autumn 1</u> Theme:	<u>Autumn 2</u> Theme:	<u>Spring 1</u> Theme:	<u>Spring 2</u> Theme:	<u>Summer 1</u> Theme:	<u>Summer 2</u> Theme:
Overarching Theme and sub-topics Themes have been selected to support the delivery and coverage of objectives of the EYFS curriculum.	ONCE UPON A TIME Traditional Tales & Rhymes 	CELEBRATIONS Including Harvest, Diwali, Remembrance and Christmas 	PEOPLE WHO HELP US 	ANIMALS 	GROWING 	UNDER THE SEA 
Role Play Area	HOME CORNER Enhancements: Autumnal seasonal elements, bedtime stories, castle and story figures.	HOME CORNER Enhancements: Winter seasonal elements, e.g snow, celebration themed props e.g Christmas tree, wreaths, gifts and cards,	HOME CORNER Enhancements: Winter seasonal elements, e.g snow, baby dolls, first aid kits, fire extinguisher, toothbrushes.	HOME CORNER Enhancements: Spring seasonal elements, e.g garlands, pets, vet equipment, care leaflets and books.	HOME CORNER Enhancements: Spring seasonal elements, e.g garlands, hanging baskets, planting equipment, plants, seeds	HOME CORNER Enhancements: Summer seasonal elements, e.g sunflower wreath, buckets and spades, snorkling, sea creatures, suncream.

		Diwa lamps, poppy wreaths.			etc. Baby dolls. Butterflies, ladybirds.	
Key Texts (TTS - Talk Through Stories from RWI)	<i>Goldilocks and the Three Bears</i> (Traditional tale - story language, settings, characters, PSED opportunities) <i>The Three Billy Goats Gruff</i> (Traditional tale - story language, settings, characters.) <i>Alien's love underpants (TTS)</i> by Claire Freedman (Rhyme and pattern)	<i>The Nativity Story</i> (RE link) <i>Information Texts</i> relating to Diwali, Harvest, Christmas and other festivals. (Knowledge) <i>The Little red Hen</i> : Harvest theme (Repeated refrains) <i>On the Way Home</i> by Jill Murphy (TTS)	Dr Ranj ' A Superhero like you' All through the night - People who work while we sleep by Polly Faber and Harriet Hobday What will I be? By Frances Stickley and Lucy Flemming. The Tooth Book: For Children to Enjoy Learning about Teeth, Cavities, and Other Dental Health Facts By Marc Bacera The Tooth Fairy and the Crocodile by Julia Donaldson <i>Cops and Robbers</i> by Janet and Allan Ahlberg (TTS)	<i>The Gruffalo</i> (Author familiarity, rhyme and pattern) <i>Handa's Surprise</i> . (Cultural opportunities, vocabulary, setting, character) <i>Monkey Puzzle</i> . (Author familiarity, rhyme and pattern) <i>We're Going on a Lion Hunt</i> by David Axtell The Hungry Caterpillar by Eric Carle <i>Farmer Duck</i> by Martin Waddell (TTS) <i>Handa's Hen</i> (TTS)	The Extraordinary Gardener (TTS) Erroll's Garden by Gillian Hibbs <i>Collection of Percy the Park Keeper</i> <i>Sam Plants a Sunflower</i> by Axel Scheffler and Kate Petty. <i>Six Dinner Sid</i> by Inga Moore (TTS) <i>Window</i> by Jeannie Baker	What the Ladybird heard on holiday. (Author familiarity, rhyme and pattern) Somebody Swallowed Stanley by Sarah Roberts <i>Tiddler (TTS)</i> , <i>The Snail and the Whale</i> by Julia Donaldson (Author familiarity, rhyme and pattern) <i>The Rainbow fish</i> by Marcus Pfister (TTS)
Prime: PSED Including 'Life Learning' KEY KNOWLEDGE AND SKILLS <i>Building Relationships</i> <i>Managing Self</i> <i>Self-regulation</i>	Transition/ Settling in / Rules and routine / Forming positive relationships with peers and familiar adults / Sharing and turn-taking/ set small goals and work towards them. Whole school events: Share Aware week (Safeguarding), Expect Respect Week (DV awareness) and British Values Week. 1 decision: <i>Relationships, friendships, families and people who care for me.</i> Storybooks: Pink goes to school - I understand what happens in my day at school. <i>Pink Misses Mummy - I know strategies to help me cope when I am away from my family.</i> <i>Blue learns to share - I know how to share.</i>	Building confidence / Developing independence with resources / Initiating play / Valuing praise/describe self in positive terms. Whole school events: NSPCC workshop, Chinese New Year and assembly, Eatwell project and Safer Internet Day. 1 decision: <i>Our world, general well-being and emotions, physical health and fitness and healthy eating, health protection and prevention.</i> Storybooks: Pink's Screen Time - <i>I know how to manage screentime.</i> Yellow Play Fights - <i>I know that play fighting is dangerous.</i> Red visits the dentist - <i>I know dentists keep our teeth healthy.</i>	Transition / Being aware of own feelings and those of others / Adapting behaviour to new situations / Solving problems reasonably/learn right from wrong. Whole school events: Healthy Lifestyles Week, Sports Day and Transition Day. 1 decision: <i>Personal safety</i> <i>Keeping & Staying Safe:</i> Storybooks: Healthy Lifestyles Week <i>Green's Greens - I know what foods are healthy and unhealthy.</i> <i>Purple is Poorly - I know doctors and pharmacies help us get better.</i> <i>Red's Nut Allergy - I know how to keep others safe.</i>			

	Red needs the toilet - I know how to go to the toilet and wash my hands. Blues Indoor Voice - I can use an appropriate voice when inside at school. Dilemma Drops: Green's playtime - I know I should play with people in my class. Purple feels left out - I know what to do if I feel left out. Green Lines Up - I understand how to line up sensibly. Keeping & Staying Safe: Storybooks: Blue Gets Lost - I know what to do if I get lost. Dilemma Drops: Pink at the Park - I know how to talk to strangers safely. Red needs to cross the road - I know how to cross a road safely. No Outsiders: Everyone Welcome, Everyone Different: 'The family book' - I know who is in my family and all families are different. 'Mommy, Mama and Me' - I can tell you who loves me.		Orange Brushes Her Teeth - I know I need to brush my teeth morning and night. Our World Storybooks: Rainbow's day out - I know I should care for nature. Rainbow feels angry - I can let go of anger and forgive others. Feelings and Emotions Blue's Best Friend - I can talk about jealousy. No Outsiders: Everyone Welcome, Everyone Different 'You Choose' - I can tell you things I like and don't like.		Rainbow visits the seaside - I know how to stay safe in the sun. Rainbow's Day Out - I know how to travel safely in a vehicle. Transition Storybooks - Green is Moving up a year - I can feel good about change. Dilemma Drops: Purple's sports day - I understand some ways to deal with disappointment. No Outsiders: Everyone Welcome, Everyone Different Blue Chameleon by Emily Gravett - I know how to make a new friend	
ELG	ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					
Prime: Communication and Language KEY KNOWLEDGE AND SKILLS	I can listen in a small group and when in a conversation. I can listen to and join in with stories.	I can talk about people of importance to me (e.g family and friends).	I can explain what is happening and what might happen next.	I understand what 'how' means in the context of a question.	I can maintain attention and concentration in a small group situation.	I am able to ask questions about 'why' things happen and give explanations when I know.

<i>Listening, Attention and Understanding</i> <i>Speaking</i>	<i>I understand how to listen carefully.</i> <i>I understand why listening is important.</i> <i>I can follow simple instructions.</i> <i>I know some familiar, repetitive rhymes, poems and songs.</i>	<i>I can retell a simple past event in order.</i> <i>I can use language to imagine and recreate roles and experiences in my play.</i>	<i>I can introduce a storyline or narrative into my play.</i> <i>I can listen to and talk about a story to build familiarity and understanding.</i>	<i>I understand what 'why' means in the context of a question.</i> <i>I am beginning to use more complex sentences. (using conjunctions 'and' or 'because'.)</i> <i>I can retell a story, once I have developed a deep familiarity with the text. I will use some exact repetition and some in my own words.</i>	<i>I can follow a story without pictures or props.</i> <i>I understand and use new vocabulary to talk about my experiences.</i> <i>I know how to take turns in a conversation.</i> <i>I use talk to organise, sequence and clarify thinking, ideas, feelings and events.</i>	<i>I can sit quietly during activities.</i> <i>I can listen and do for short spans.</i> <i>I can describe events in some detail.</i> <i>I can articulate my ideas and thoughts in well-formed sentences.</i>
ELG	ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.					
Prime: Physical Development KEY KNOWLEDGE AND SKILLS <i>Gross Motor</i> <i>Fine Motor</i> motor skills.	PE lessons: Fundamentals of movement Gross Motor <i>I can throw objects under arm.</i> <i>I know how to roll equipment in different ways.</i> <i>I can throw an object at a target.</i> <i>I understand how the body feels when still and when exercising.</i> <i>I can follow simple rules.</i>	PE lessons: Fundamentals of movement Gross Motor <i>I know the difference between a under arm throw and an over arm throw.</i> <i>I know using two hands cupped outwards will help me catch equipment.</i> <i>I know how to hit a ball with a bat or racquet.</i> <i>I can use clockwise and anti-clockwise movements.</i> <i>I can use core muscle strength to achieve a good</i>	PE lessons: Multiskills – ball skills 1 Gross Motor <i>I can roll a ball towards a target.</i> <i>I can stop a rolling ball.</i> <i>I can develop accuracy when throwing towards a target.</i> <i>I can develop bouncing and catching a ball.</i> <i>I can dribble a ball at my feet.</i> <i>I can kick a ball.</i>	PE lessons: Multiskills Gross Motor <i>I know how to move a ball in different ways, including bouncing and kicking.</i> <i>I can kick an object at a target.</i> <i>I know how to move safely around the space and equipment.</i> <i>I can travel in different ways, including sideways and backwards.</i> <i>I participate in simple games.</i>	PE lessons: Athletics (Sports Day prep) Gross Motor <i>I can jump using 2 feet together over an obstacle from a standing position.</i> <i>I can throw objects under arm.</i> <i>I can complete an obstacle course with speed.</i> <i>I know that you can move at different speeds, running, jogging and walking.</i>	PE lessons: Multisports / Gymnastics Gross Motor <i>I can hit a ball with a bat or racquet with occasional success.</i> <i>I can travel with skill and confidence.</i> <i>I am developing increasing control with throwing and catching.</i> <i>I can roll in different ways with control. (Curled side roll, Log roll, Teddy bear roll)</i>

	I can move freely, in a variety of ways. PE lessons: Introduction to PE Unit 1 I can move safely and sensibly in a space with consideration of others I can develop moving safely and stopping with control. I can use equipment safely and responsibly. I can use different travelling actions while following a path. I can work with others cooperatively and play in a group. I can follow, copy and lead a partner. Fine Motor I know how to hold a pencil, using the correct grip. I can copy some letters, including letters of my own name. Physical Health I can wash and dry own hands. I can line up behind the person in front of me. <i>Develop the skills they need to manage the</i>	<i>posture when sitting on the floor.</i> I understand that tools and equipment can be used safely. PE lessons: Fairytales Dance. The Missing Key A Unicorn Quest Save the Dragon Fine Motor I can form recognisable letters. Physical Health I know how to dress and undress independently. I can use a knife and fork with minimal support.	PE lessons: Introduction to PE Unit 2 People who help us: I can develop moving around a space safely. Family and friends: I can follow instructions and stop safely. Houses and Homes: I can stop safely and develop control when using equipment. Morning Time: I can follow instructions and play safely as a group. At the Shops: I can take turns and follow a path. Dinnertime: I can work cooperatively with a partner. Fine Motor Building and constructing: I can use tools to make changes to materials. <i>I am developing the foundations of a handwriting style that is fast, accurate and efficient.</i>	I can play a range of chasing games. I understand what a 'defending team' and an 'attacking team' is. I can jump off an object and land appropriately. I can climb. I can balance. PE lessons: Competitive Games Cars: I can work safely and develop running and stopping. Aeroplanes: I can develop throwing and know how to keep score. Cyclists: I understand the different roles within a game. Buses: I can follow instructions and move safely when playing tagging games. Boats: I can take turns. Trains: I can work with others to play team games.	I understand the term 'balance'. I can run skilfully, negotiating space and avoiding obstacles. <i>I am beginning to move fluently, with developing control and grace.</i> <i>I can confidently and safely use a range of large and small apparatus indoors and outside.</i> Fine Motor I can correctly form letters. Physical Health Show an understanding of good health such as healthy food, exercise, water sleep and hygiene.	I can travel in different ways. (Bunny hop, Tiptoe Side step, Jump, Hop) I understand why it is important to stretch. I can stretch in different ways. I can jump in a range of ways from one space to another with control. (Straight jump, Tuck jump, Jumping jack, Half turn jump) I can begin to balance with control. (Standing balance) I can move around, under, over, and through different objects and equipment. I can create a short sequence of movements. Develop overall body strength, balance, coordination and agility. Fine Motor I can show accuracy and care whilst drawing. I can handle tools and objects with increasing control.
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	<i>school day successfully, including lining up and mealtimes.</i>					
ELG	ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Phonics and Early Reading (Read, Write, Inc term by term expectations) Please note: these are the expectations for the lowest 20% of children. Other children should be <i>well</i> in advance of this. All children should achieve these expectations, if they have followed the programme from Reception.	Read single-letter Set 1 sounds	Read all Set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories	Read Red Storybooks	Read Green Storybooks; read some Set 2 sounds	Read Green or Purple Storybooks
Please see Handwriting policy. Children will begin stage 1 of the RWI Handwriting scheme.	Children will practise correct letter formation of single letters, set 1 sounds through their daily phonics lessons. In addition children will have a session to develop the mechanics of writing and fine motor daily.		Children will continue to refine their formation of all set 1 sounds. Children begin to have a separate daily handwriting session of stage 1 RWI. Focus is on formation, beginning and ending letters in the correct starting and finishing places.		Children to continue with stage 1 RWI handwriting and will develop knowledge of where to place the letters on the writing line in preparation or year 1.	
Specific: Literacy KEY KNOWLEDGE AND SKILLS Reading: <i>Comprehension and Word Reading</i>	Reading I know I need to handle books carefully. I show an interest in the illustrations.	Reading I know rhyme is when a word sounds the same at the end.	Reading I am aware of how stories are structured. <i>I know stories have a beginning, middle and an end.</i>	Reading I enjoy an increasing range of books. <i>I can read simple phrases and sentences made up of</i>	Reading I show an understanding of what has been read to me. I talk about what has been read to others.	Reading I can read and spell words with more than one syllable, applying my phonic knowledge.

Writing	I listen and join in with repeated refrains. I can suggest how a story might end. I can break the flow of speech into words. <i>I can read individual letters by saying the sounds for them.</i> <i>I enjoy an increasing range of print and digital books, both fiction and non-fiction.</i> <i>I can hear the initial sounds in words.</i> <i>I can say the initial sounds in words.</i> Writing I give meaning to the marks I make. <i>I create labels, instructions, signs, envelopes, etc in my everyday literacy play.</i> I can label my pictures with initial sounds.	I can continue a rhyming string. <i>I can read some digraphs, understanding that two letters (or more) can make one sound.</i> <i>I can read a few common-exception words that match the schools phonics programme.</i> Writing I can label my picture using simple cv/cvc words. (Dictated) <i>I can form lower case letters correctly.</i>	<i>I can blend sounds into words, so that I can read short words made up of known the sounds I know.</i> <i>I re-enact and reinvent stories I have heard in my play.</i> Writing I can write a label or caption. I attempt to write short dictated captions. I know some irregular common words and can spell them correctly. <i>I can spell words by identifying the sounds first and then writing the sound with letter/s.</i>	<i>words with letter sounds I know.</i> <i>I can read a few exception words.</i> <i>I can describe the main story setting in a story.</i> <i>I know the main events in the story.</i> <i>I understand who the principal characters are and can describe them in increasing detail.</i> Writing I can challenge myself to write a sentence using the HF/Tricky words I know. I can write a simple, dictated sentence. I can use finger spaces to separate words.	Writing I can write simple sentences which can be read by myself and others. I can spell some words plausibly, by applying the sounds I know. I know how to spell some words correctly. I am developing writing a sentence using the HFW I know. I can write sentences with Capital letters and full stops. .	<i>I can reread my books to show my confidence in word reading and that I am becoming fluent. I also show my enjoyment.</i> Writing <i>I form capital letters correctly.</i> I can extend my sentences using 'and' to challenge myself. <i>I can re-read what I have written to check it makes sense.</i>
ELG	ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs;					

- Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.						
Specific: Maths KEY KNOWLEDGE AND SKILLS Number and Numerical Patterns <i>Comparison</i> <i>Counting</i> <i>Cardinality</i> <i>Composition</i> <i>Number</i> <i>Spatial awareness</i> <i>Shape Pattern Measures</i> HOW IT IS TAUGHT	Counting I can recite numbers from 0 to 10 and back from 10 to 0 . Cardinality I can subitise numbers to four and maybe five I can count out up to 10 objects from a larger group. I can match the numeral with a group of items to show how many there are (up to 10). Composition I understand that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (Focus numbers 3 and 4). Shape I know informal language (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. I enjoy composing and decomposing shapes and from this learn which shapes combine to make other shapes.	Counting I can confidently put numerals in order 0 to 10 (ordinality). Composition I understand that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (Focus numbers 5 and 6). I can practically adds one and subtracts one with numbers to 10. Measures I can tackle problems involving prediction and discussion of comparisons of length, weight or capacity (paying attention to fairness and accuracy).	Counting I enjoy reciting numbers beyond 10 and back again. Cardinality I can count out up to 10 objects from a larger group. I can match the numeral with a group of items to show how many there are (up to 10). Composition I understand that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (Focus number 7). I begin to explore and work out mathematical problems. I use signs and strategies of my own choice, including (when appropriate) standard numerals, tallies and "+" or "- . Comparison I know number names when comparing numbers.	Cardinality I begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. I can six raisins on a plate as three and three. Composition I understand that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (Focus number 8). I know an odd number means when shared, there will be one leftover. I know an even number means it can be shared equally. I explore patterns of numbers (within numbers up to 10), including evens and odds. I can automatically recall number bonds to 5. I use signs and strategies of my own choice, including (when appropriate) standard numerals, tallies and "+" or "- . Measures	Composition I can automatically recall double facts up 5+5. I understand that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (Focus number 9 and 10). I can automatically recall number bonds to 5. I know the corresponding subtraction facts for bonds to 5. I can subitise up to 5. Spatial Awareness I know and use some spatial language (including following and giving directions) <i>Links to computing.</i>	Cardinality I link names of numbers, numerals, their value, and their position in the counting order. Composition I compare sets of objects up to 10 in different contexts, considering size and difference. I have an understanding of number to 10. I can automatically recall most number bonds to 10. Measures I am increasingly able to order and sequence events using everyday language related to time. I am beginning to experience measuring time with timers and calendars I can tackle problems involving prediction and discussion of comparisons of length, weight or capacity (paying attention to fairness and accuracy)

	I can use my own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what I will build. I can turn and flip objects in order to make shapes fit and create models. I can predict and visualise how they will look. (spatial reasoning) Pattern I can spot patterns in the environment, beginning to identify the pattern "rule". I can choose familiar objects to create and recreate repeating patterns beyond AB patterns. I enjoy making simple maps of familiar and imaginative environments, with landmarks.		I show an interest in large numbers. I can estimate the number of things, showing understanding of relative size.	I can tackle problems involving prediction and discussion of comparisons of length, weight or capacity (paying attention to fairness and accuracy).		
ELG	ELG: Number Children at the expected level of development will: - 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. ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
Specific: Expressive Arts and Design	Artist: Kandinsky Main skills focus: Painting and Drawing		Artist: Lucy McGrath Main skills focus: Painting and Printing		Main skills focus: Collage and Drawing Artist: Mondrian Engineer/D&T key person: Ole Kirk Christiansen	

Charanga EYFS - Reception (Red songs link to agreed Newdale nursery rhymes)	Me! Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	Christmas Songs Christmas song and performance prep. Christmas Nursery Rhymes (Twinkl with backing track) Five Little elves Christmas Day traditions song I'm a Christmas angel On Christmas Eve	My Stories Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Everyone! Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Our World Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.
ELG	ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.					
Specific: Understanding of the World KEY KNOWLEDGE AND SKILLS Past and Present People Culture and Communities The Natural World History links to NC RE links to NC Science links to NC Geography links to NC	Transition and getting to know one another. I know and can talk about some of the things that make me unique. Explore immediate environment. What are maps? Maps of their new classroom/school. Where do we live? 3D maps/positional language. I know a map shows a place. I understand how a map can help us know where things are. I understand maps give us a sense of location. I can draw information from a simple map.	Explore different celebrations and significant events relevant to our community. I can name and describe people who are familiar to me. I enjoy joining in with family customs and routines. I can talk about past and present events in my life. I can talk about past and present events in the lives of my family members. I know that other children do not always enjoy the same things as me and	Comparison to Autumn and Winter. How is the Spring season different? I understand the effect of changing seasons on the natural world around me. I understand some important changes in the natural world around me. I understand some of the natural changes in the Spring season. I know the weather changes and it starts to get milder. I know the evenings start to get lighter. I know buds and leaves begin to grow on the trees. I can look closely at similarities, differences	How do we care for the environment including plants and animals? I can talk about things I have observed, such as plants and animals. I show care and concern for the living environment. I make observations of animals and plants and explain why some things happen. I talk about changes. I can explore the natural world around me.	Concept and language of time. How have they changed over time, from a baby until now? How do we learn from the past? Toys then and now. Study real life artefacts and discuss with own families. I know the past is something that has happened before or long ago. I know that change can happen over time. I can talk about how I have changed over time. (Things I can do and things I like.)	Caring for our environment (sea-life). What is our planet? Look at a globe/map. Where are we in our World? What country do we live in? Why can we see the moon at night? I can talk about the features of my own environment. I can describe how another environment is different to my own (and why). I show care and concern for the living environment. I make observations of animals and plants and

	Autumn. What are the signs? I understand the effect of changing seasons on the natural world around me. I understand some important changes in the natural world around me. I understand some of the natural changes in the Autumn season. I know some leaves will change colour and fall from the trees. I know the weather changes and begins to get cooler. I know the nighttime starts earlier. I can look closely at similarities, differences and patterns, changes in nature. Explore settings from traditional tales, including castles and settlements. Learn about the monarchy and who our King is. I can make comments on images of familiar situations from the past. I can compare characters from stories, talking about similarities and differences. (Including figures from the past.) Explore materials and their uses. How can we construct something? How might we make it stronger?	show sensitivity to my friends about this. I can talk about members of my immediate family. I can talk about people in my community. I recognise that people have different beliefs and celebrate special times in different ways. I understand that some places are special to members of my community. I know that a religion is what people believe about a human beings' relationship to a higher power. I know different religions can have different beliefs or practices to live by. I know some similarities and differences between different religious and cultural communities in this country. I will talk about my own experiences and what has been read in class. Comparison to Autumn term. How is the Winter season different? How is the environment changing around us? I understand the effect of changing seasons on the natural world around me.	and patterns, changes in nature. Seasonal celebrations continued: I enjoy joining in with family customs and routines. I recognise that people have different beliefs and celebrate special times in different ways. I can talk about past and present events in my life. I can talk about past and present events in the lives of my family members. I understand that some places are special to members of my community.	I can describe what I see, hear and feel whilst outside. I can look closely at similarities, differences and patterns, changes in nature. I know some similarities and differences between the natural world around me and a contrasting environment. I can use my own experience and what I have heard from stories in class. Where are we in our World? What country do we live in? What is it like where we live (Local Area)? How does this compare to other countries? I can describe my environment from what I see around me. I can describe my environment using a map to help. I understand there are some similarities and differences between life in this country and life in other countries. I can explain some similarities and differences between life in this country and life in other countries. I use what I know from stories, non-fiction texts	I know some similarities and differences between things in the past and now. I understand the past through settings, characters and events encountered in books read in class and storytelling. Comparison to Autumn, Winter and Spring. How is the Summer season different? I understand the effect of changing seasons on the natural world around me. I understand some important changes in the natural world around me. I understand some of the natural changes in the Summer season. I know the weather changes and it is warmer. I know the evenings and mornings are light. I know flowers bloom. I know leaves are on the trees. I know the basic parts of a plant and what their role is (flower, stem, leaf, root.) I know what plants need to grow (light, water, soil.) I can look closely at similarities, differences and patterns, changes in nature.	explain why some things happen. I talk about changes. I can explore the natural world around me. Transition: Preparing for Y1. Visits to their new class. Reflecting on this year. I can talk about past and present events in my own lives. (part of transition) I can talk about similarities and differences in places.
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	I know similarities and differences in relation to places, objects, materials and living things.	I understand some important changes in the natural world around me. I understand some of the natural changes in the Winter season. I know the weather changes and in England we may have snow. I know the evenings and mornings are dark. I know some animals sleep through the Winter and why they do this. I can look closely at similarities, differences and patterns, changes in nature.		and – when appropriate – maps.		
ELG	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Computing/ Technology Barefoot Units KEY KNOWLEDGE AND SKILLS	Awesome Autumn Concepts/Approaches: Patterns, Logic, Decomposition, Creating, Collaborating, Algorithms Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth using computational thinking skills.	Busy Bodies Concepts/Approaches: Patterns, Logic, Decomposition, Debugging, Algorithms, Abstraction Busy bodies provides activities that help children discover how bodies move and grow. Using the resources provided they explore and learn about parts of the	Winter Warmers Concepts/Approaches: Persevering, Tinkering, Decomposition, Collaborating, Creating, Algorithms Children look at creating igloos and bird feeders by following instructions (algorithms). Let's make an Igloo:	Springtime Concepts/Approaches: Decomposition, Persevering, Algorithms, Collaborating, Creating, Tinkering, Abstraction Spring themed activities see the children make a Rabbit run and explore sequencing whilst planting seeds.	Boats Ahoy! Concepts/Approaches: Logic, Pattern, Abstraction In this activity children find out about boats from a range of sources, such as their families talking about experiences of boats, looking at books, watching film clips, listening to stories, singing songs about boats	Summer Fun Concepts/Approaches Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms Children explore their surroundings and get creative, take a journey and make a map, and discover seaside tangrams.

	Awesome Garlands: I can talk about the patterns I can see in a sequence. I can continue a given pattern. I can spot mistakes in patterns and fix them. I can spot a range of patterns in the environment. I can talk about the similarities and differences in patterns. Leaf Labyrinth: I can collect and talk about the different autumn leaves I find. I can think about how to place them to create a challenging maze. I can talk about the position of objects in the maze using positional language .	body, growth and movement. Simple algorithms are created and adapted to form a routine of movements. Movement Algorithms: I can improvise to find different ways of moving. I can rehearse and perform a dance routines to music I like. I can share my thoughts, ideas and feelings through a variety of activities in music, movement and dance. I can follow instructions (an algorithm) for a simple set of movements or dance routine. I can adapt and change this to make my own routine and test to see if it works. Make a body: I can talk about my body, including the similarities and differences in relation to others. I can ask questions about how my body works. I can create representations of a body by making pictures and models. I can label the parts of the body in a range of ways - using pre-made photo labels, by writing simple emergent writing labels, by recording ideas verbally or having the words scribed.	I can make an igloo, using construction equipment. I can experiment with the materials and resources provided to work out how my structure will stay up. Bird Feeder: I can make a bird feeder. I can identify the steps involved in making the bird feeder (provided), and sequence them so that they make sense and are in the correct order. I can follow my pictorial instructions to create the bird feeder.	Rabbit Run: I can collaborate with others to solve a problem I can navigate mazes or routes using my own body or toys, using forwards / backwards / left / right to describe position. I can give and receive instructions for everyday tasks. I understand instructions can be written down using symbols, words or numbers, which creates an algorithm, or a set of instructions. I can test my algorithms. Springtime Seeds: I can sequence pictures so that they make sense and are in the correct order. I can follow my pictorial instructions to plant seeds.	and role play. There are IT skills here in the use of technology as children find out about things and interact with software. There are also clear opportunities for the early learning goals of reading as they read from a range of sources.	Seaside Tangrams: I know shapes can be placed together to form a picture called a tangram. I can combine, turn and place shapes to create familiar features. I can flip or rotate a shape to solve a problem. I can talk about how I have arranged the shapes to create a picture. Colour Collections: I can talk about how I have collected, grouped and organised items I have collected on my walk. I understand how to group objects based on their colour and begin to represent this as a physical pictogram. I can talk about the similarities and differences between objects collected.
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Other Key events to consider / cultural capital opportunities	Cinema Pantomime/theatre Nature Walk Royal Banquet Phonics assembly European day	Harvest Festival Grandparents' tea party Diwali Remembrance Day Christmas performance	Chinese New Year Nature Walk Role play company trip or visit Dental visit for oral health	Easter Mother's Day World book day Number Day	Wrekin Forest Schools trip. Father's Day Nature Walk	Transition Sports Day Art Day Career day French day Healthy Lifestyles Week
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