



Shebbear Community School

EYFS Curriculum for 2021/22 (Reception)

Term	Autumn 1 Autumn 2	Spring 1 Spring 2	Summer 1 Summer 2
Year 1&2 topics	Animals Including Humans; seasonal changes; Around the UK; Toys in the Past, Mondrian painting focus; DT textiles puppets; Judaism and Christianity; Dance; Gymnastics, word processing skills	Materials; seasonal changes; Three Queens; Hot and Cold World Areas; Magritte drawing collage focus; DT Construction stable homes; Buddhism and Christianity; gymnastics; Online Safety/Beebots	Plants and seasonal changes; Explorers; Around the World Continents and Oceans; Kandinsky painting focus; DT food fruit kebabs; Islam and Christianity; racket skills; paint coding Google slides
Main Year R Theme	Who Am I? and What I Like	Who Lives Here? And Hot and Cold	What's New? And Around the World
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests)	Describing myself Human body Different animals Favourite toys Making a puppet Primary colours Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter	Queens – same job different age Comparing hot and cold areas of the world Designing and building a home with different materials Recycling materials Easter Seasonal changes – Winter/Spring	Plants and flowers Exploring the world Boats/maps/discovery Making and tasting fruit kebabs Keeping healthy and fit Seasonal changes – Spring/Summer
Key stories and books	<i>Owl Babies</i> <i>Once there were Giants</i> <i>Stick Man</i> <i>The Smartest Giant</i> <i>The Colour Monster</i> <i>The Rainbow Fish</i> <i>Funny Bones</i>	<i>Would You Rather?</i> <i>The Snow Queen</i> <i>Seren's Seasons</i> <i>Cave Baby</i> <i>Hector and the Big Bad Knight</i> <i>Around the World with Max and Lemon</i> <i>Lost and Found</i> <i>Beautiful Bananas</i> <i>Shark in the Dark</i> <i>Robin's Winter Song</i> <i>The Fish who Could Wish</i> <i>A Street Through Time</i> <i>You Choose</i> <i>The Emperors Egg</i>	<i>Jack and the Beanstalk</i> <i>Winnie's Amazing Pumpkin</i> <i>Little Red Riding Hood</i> <i>The Biggest Bed in the World</i> <i>Supertato – Run Veggies Run</i> <i>Chicken Licken</i> <i>Danny the Duck with No Quack</i> <i>Monkey Puzzle</i> <i>Anansi and his Six Sons</i> <i>The Giant Jam Sandwich</i> <i>Superbat</i> <i>The Tiny Seed</i> <i>George and Flora's Secret Garden</i> <i>George Saves the World by Lunchtime</i>

	<p><i>The Big Book of Families</i> <i>Pete the Cat</i> <i>The Jolly Postman</i> <i>Goldilocks</i> <i>Farmer Duck</i> <i>Hansel & Gretel</i> <i>The Ugly Duckling</i> <i>Christmas Story / Nativity</i> <i>Rama and Sita</i> <i>Goldilocks and the Three Bears</i> <i>Simon Sock</i> <i>The Colour Monster</i> <i>Happy Birthday</i> <i>Winnie Elmer</i> <i>Sleeping Beauty</i> <i>Cake</i> <i>Supertato</i> <i>Carnival</i> <i>Catastro-pea</i> <i>All Are Welcome</i> <i>Lighting a Lamp</i> <i>Eight Candles to Light</i> <i>The Nativity Story</i> <i>Robin's Winter Song</i></p>	<p><i>The Very Hungry Caterpillar</i> <i>Aghh Spider!</i> <i>Tige who came to tea</i> <i>Diary of a wombat</i> <i>Elephant and the Bad Baby</i> <i>Pig in the Pond</i></p> <p><i>The Tiny Seed</i> <i>Oliver's Vegetables</i> <i>Jack and the Beanstalk</i> <i>One Plastic Bag</i> <i>Jasper's Beanstalk</i> <i>Tree, Seasons come and seasons go</i> <i>A stroll through the seasons</i></p>	<p><i>The Snail and the Whale</i> <i>The Way back Home</i> <i>The Naughty Bus</i> <i>Mr. Gumpy's Outing</i> <i>The Train Ride</i> <i>Bob, The Man on the Moon</i> <i>Beegu</i></p> <p><i>Oi! Get off my train!</i> <i>Lighthouse Keeper's Lunch</i> <i>Under the Sea Non – Fiction</i> <i>P is for Passport</i> <i>The Journey</i> <i>Zoom</i> <i>Passport to Paris</i> <i>World Atlases</i></p> <p><i>Tiddler</i></p>
<p>Key knowledge (including but not limited to)</p>	<p>All About Me Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.</p> <p>Humans Humans need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell.</p> <p>Animals Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult.</p>	<p>Now or then? People wore different clothes. People travelled in different ways. Houses were made of different materials. Children played with different toys. We have not always had computers and the internet.</p> <p>Here or there? Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. There is more sea than land on earth. Lots of different things live under the sea. There is no oxygen in space.</p>	<p>Plants Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow</p> <p>Our World We have a responsibility to look after our world.</p> <p>Which Season? The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow.</p>

Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.

Now or then?

People wore different clothes.

People travelled in different ways.

Houses were made of different materials.

Children played with different toys.

We have not always had computers and the internet.

Celebrations

Different people celebrate different things and have different traditions.

People celebrate their birthday to remember the day they were born.

Harvest is a time to say thank you for what we have.

Bonfire Night is on the 5th November.

People celebrate with bonfires and fireworks.

Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am.

Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.

Christmas

Advent is a time of preparation for Christmas.

Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus.

A Nativity play tells the story of Jesus' birth.

Possible 'Wow' moments and experiences (Not an exhaustive list)	Autumn Walk Appledore Book Festival author visit Dentist visit Diversity Week and visitors Harvest Festival Bonfire Night Remembrance Day Trip to Rosemoor Diwali/Hanukkah Christmas time/Nativity Posting a letter Make a Christmas toy puppet Children in Need Shoebox appeal Anti-Bullying Week Curiosity Cube	Winter Walk Chinese New Year Internet Safety Day World Book Day Mothering Sunday Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter cards – writing a card to someone Making a home Curiosity Cube	Planting sunflower seeds Planting beans in jars Dentist/dental nurse visit Making fruit kebabs Food tasting Ramadan/Eid-al-Fitr Sports Day Whole school trip Curiosity Cube
PSHE Whole School Themes			

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I	What I Like	Who Lives Here?	Hot and Cold	What's New?	Around the World
Communication and Language Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goals	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
General progression of skills (These will be at the children's pace and will be revisited throughout the year)	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.</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". • Understand 'why' questions • Sing a large repertoire of songs. • Develop their communication <p>Use longer sentences of four to six words.</p> <ul style="list-style-type: none"> • Can start a conversation with an adult or a friend and continue it for many turns. 	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <ul style="list-style-type: none"> • Use new vocabulary in different contexts. 	<p>Use new vocabulary through the day.</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 			

	<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.” Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> • 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. 	
Continuous Provision throughout the year	Books, collaborative play, CDs, voice recorders, role play opportunities, smallworld people/animals/scenery		
Direct input provision throughout the year	Circle time/story time, English input through a text, additional daily book time with questions and answers, weekly music session with rhymes and songs, daily Phonics session and daily follow-up interventions where needed		

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I	What I Like	Who Lives Here?	Hot and Cold	What’s New?	Around the World
Personal, Social and Emotional Development Educational Programme	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Curriculum Goals	To become an Independent Individual who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings.					

<p>General progression of skills/objectives</p> <p>(These will be at the children's pace and will be revisited throughout the year)</p>	<ul style="list-style-type: none"> •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. •Show more confidence in new social situations. •Play with one or more other children, extending and elaborating play ideas. •Increasingly follow rules, understanding why they are important. •Do not always need an adult to remind them of a rule. •Talk with others to solve conflicts. •Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<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. •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. •Develop appropriate ways of being assertive. •Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> •See themselves as a valuable individual. •Build constructive and respectful relationships. •Express their feelings and consider the feelings of others. •Show resilience and perseverance in the face of challenge. •Identify and moderate their own feelings socially and emotionally. •Think about the perspectives of others. •Manage their own needs.
Continuous Provision throughout the year	Books, collaborative play, self-challenging play, role play, smallworld, opportunities throughout for turn-taking and sharing resources, modelling of kind words and sharing		
Direct input provision throughout the year	Circle time/story time, weekly PSHE input, story books with positive moral messages, daily book vote (link to British values)		

	Physical Development					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I	What I Like	Who Lives Here?	Hot and Cold	What's New?	Around the World
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.					

	<p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>		
<p>General progression of skills/objectives</p> <p>(These will be at the children's pace and will be revisited throughout the year)</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. •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. •Start taking part in some group activities which they make up for themselves, or in teams. •Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. •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. •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. •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. •Show a preference for a dominant hand. •Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> •Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. •Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - personal hygiene - mealtimes •Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - walking - running - skipping - crawling - jumping - hopping - climbing •Progress towards a more fluent style of moving, with developing control and grace. •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. •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. 	<ul style="list-style-type: none"> •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: <ul style="list-style-type: none"> - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine - toothbrushing - being a safe pedestrian •Further develop the skills they need to manage the school •Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. •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. •Combine different movements with ease and fluency.

	•Make healthy choices about food, drink, activity and toothbrushing.		
Continuous Provision throughout the year	Collaborative play, role play, smallworld, drawing and painting opportunities, fine motor skill activity, gross motor skill activity such as mud kitchen, outdoor tree stumps tyres and planks,		
Direct input provision throughout the year	Funky Fingers, 2x weekly PE session, daily 'wiggle' session (movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing), different routine each term, daily mark making and leading to writing sessions using other tools in other areas such as half termly art half termly DT		

	Literacy					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I	What I Like	Who Lives Here?	Hot and Cold	What's New?	Around the World
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goals	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Word Wizard who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
General progression of skills/objectives (These will be at the children's pace and will be revisited throughout the year)	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. Phase 1 & 2 • 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	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. , Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Phase 2 & 3			Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. , 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. Phase 3 & 4 • Read simple phrases and sentences made up of words with known letter-sound	

	<ul style="list-style-type: none"> - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • 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. • Write some or all of their name. • Write some letters accurately. 	<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. • Write some or all of their name. • Write some letters accurately. 	<p>correspondences and, where necessary, a few exception words.</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. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • 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.
Continuous Provision throughout the year	Collaborative play, role play, smallworld, drawing and painting opportunities, fine motor skill activity, CD player, books and other print in the environment, home corner, outdoor play,		
Direct input provision throughout the year	Daily Phonics session and daily intervention of Phonics where needed, all children listened to read daily as part of Phonics, individually once a week and additionally as required; daily English input session, daily story time (Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs)		

Maths						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I	What I Like	Who Lives Here?	Hot and Cold	What's New?	Around the World
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					

Curriculum Goals	To become a Maths Maestro who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.		
<p>General progression of skills/objectives</p> <p>(These will be at the children's pace and will be revisited throughout the year)</p>	<p>Matching. Sorting & Comparing Numbers 1, 2, 3 Money Time Shape, Numbers 4, 5, 0 Early doubling</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<p>Numbers 5, 6, 7 Money Time Shape Early doubling, Numbers 7, 8, 9, 10 Halving Doubling Sharing</p> <ul style="list-style-type: none"> • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Make comparisons between objects relating to size, length, weight and capacity. • 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. 	<p>Numbers 10, 11, 12, 13, 14, 15 Money Time Shape Halving Doubling Sharing Numbers 16, 17, 18, 19, 20</p> <ul style="list-style-type: none"> • Count beyond ten. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Automatically recall number bonds for numbers 0–10. • 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. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.

Continuous Provision throughout the year	Collaborative play, role play, smallworld with open-ended resources for construction, drawing and painting opportunities, fine motor skill activity, gross motor skill activity such as mud kitchen, outdoor tree stumps tyres and planks, counting games, counting opportunities, outdoor scales, non-uniform resources that invite comparison, different heights in the environment
Direct input provision throughout the year	Daily maths input, daily maths activity, stories and texts that include counting and comparison of number, daily date and weather, daily book vote and counting

	Understanding the World					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I	What I Like	Who Lives Here?	Hot and Cold	What's New?	Around the World
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goals	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment and have an awareness of other people's cultures and beliefs.					
General progression of skills/objectives (These will be at the children's pace and will be revisited throughout the year)	<ul style="list-style-type: none"> •Use all their senses in hands-on exploration of natural materials. •Begin to make sense of their own life-story and family's history. •Show interest in different occupations. •Explore how things work. •Understand the key features of the life cycle of a plant and an animal. •Begin to understand the need to respect and care for the natural environment and all living things. •Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> •Talk about the differences between materials and changes they notice. •Understand that some places are special to members of their community. •Recognise that people have different beliefs and celebrate special times in different ways. •Explore the natural world around them. •Describe what they see, hear and feel whilst outside. •Talk about members of their immediate family and community. •Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. 			

	<ul style="list-style-type: none"> •Continue to develop positive attitudes about the differences between people. •Understand the effect of changing seasons on the natural world around them. •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"> •Comment on images of familiar situations in the past. •Explore collections of materials with similar and/or different properties. 	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary.
Continuous Provision throughout the year	Collaborative play, role play, smallworld, constant access to outdoor area, garden with sensory elements, mud kitchen, sand area, water area,		
Direct input provision throughout the year	Direct input as half termly History half termly Geography, weekly RE session, weekly PSHE session with themes incorporating celebrating differences among people and places, story time and books chosen to reflect diversity		
Key vocabulary linked to NC subjects (including but not limited to)	<p>RE belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu´ran, mosque</p> <p>History present, past, now, then, old, modern, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, explorer, unknown, adventure</p> <p>Geography polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons</p> <p>Science question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth</p> <p>Computing technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume</p>		

	Expressive Arts and Design (EAD)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I	What I Like	Who Lives Here?	Hot and Cold	What's New?	Around the World
Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					

Curriculum Goals	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>		
<p>General progression of skills/objectives</p> <p>(These will be at the children's pace and will be revisited throughout the year)</p>	<ul style="list-style-type: none"> •Develop storylines in their pretend play. •Create closed shapes with continuous lines, and begin to use these shapes to represent objects. •Draw with increasing complexity and detail, such as representing a face with a circle and including details. •Use drawing to represent ideas like movement or loud noises. •Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. •Explore colour and colour-mixing. •Listen with increased attention to sounds. •Respond to what they have heard, expressing their thoughts and feelings. •Explore different materials freely, in order to develop their ideas about how to use them and what to make. •Develop their own ideas and then decide which materials to use to express them. •Join different materials and explore different textures. 	<ul style="list-style-type: none"> •Take part in simple pretend play, using an object to represent something else even though they are not similar. •Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. •Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. •Explore and engage in music making and dance, performing solo or in groups. •Create collaboratively sharing ideas, resources and skills. •Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> •Remember and sing entire songs. •Sing the pitch of a tone sung by another person ('pitch match'). •Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. •Create their own songs, or improvise a song around one they know. •Play instruments with increasing control to express their feelings and ideas. •Listen attentively, move to and talk about music, expressing their feelings and responses. •Watch and talk about dance and performance art, expressing their feelings and responses. •Explore, use and refine a variety of artistic effects to express their ideas and feelings. •Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Continuous Provision throughout the year	Collaborative play, dressing up, role play, smallworld, drawing and painting opportunities, fine motor skill activity, gross motor skill activity such as mud kitchen, outdoor tree stumps tyres and planks, creative resources available all the time,		
Direct input provision throughout the year	Funky Fingers, session, daily mark making and leading to writing sessions using other tools in other areas such as half termly art half termly DT, weekly music session		