

1. EYFS: Reception

Sequenced Curriculum - 2024 to 2025 *New EYFS Framework*



2. Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment
3. Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	4. Summer 2
Overarching Theme	How is your family like my family?	What did the queen play with when she was little?	Who lived happily ever after?	Who is in the park at Springtime?	What would living in a castle be like?	What lies under the Sea in Australia?
Planning around a quality text:						
Other key texts			<p>Other versions of traditional tales</p>	<p>Selection of Percy books</p>		

Trips/Visitors Enrichments	Dentist or Health visitor talk about oral hygiene	Collection of old toys from parent/grandparents. Visitors who can talk about what they played with when they were little	Snow/winter play Time up in the woods	Park visit Animal school workshop visit Nature walks	Virtual tour of castles	Visit to look at sea/sea life centre
Celebrations / Festivals / Special Events	Internet safety day	Diwali Bonfire Night Christmas	Chinese New Year	Easter	Ramadan Eid	

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

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 forms 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.

Autumn	Spring	Summer
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Key Learning Experiences / Vocabulary Development:

<ul style="list-style-type: none"> Playing listening games in key worker time and phonics, emphasising why we have to be good listeners Explicit teaching of new vocabulary linked to the books shared and in line with knowledge organisers/topic. Sharing a selection of long and short identified texts. Retelling and answering questions, encouraging more than one word answers. Games practising two-step instructions; can you stand up and put your hand on your head? Can you walk to the construction area and find something red? Opportunities during CP as well as group and class teaching 	<ul style="list-style-type: none"> Holding conversations in groups and one-to-one with need to use connectives such as why and how questions Explicit teaching of new vocabulary linked to the books shared and in line with knowledge organisers/topic. Sharing of nonfiction texts about old and new toys and different bears and then encouraging answering to questions related to this new knowledge Encouraging question and answer times during key worker times encouraging extension of answers as well as extending and modelling sentences 	<ul style="list-style-type: none"> Listen and respond with increased concentration when having discussions both whole class and groups Show interest and ask questions increase and show understanding. Opportunities for this during topic time and circle time debates etc. Continue to develop vocabulary through topic and talk time opportunities. Children to now be encouraged to extend conversations further; why do you think that? Can you tell me more about that? Can you explain what you are thinking? Building new vocabulary relation to topic and books shared. (see knowledge organisers for
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- Role play house with added enhancements; birthday party, different jobs and doctor in the house with props throughout half term to allow vocabulary/storyline/dialogue development
- Familiarity with the text Hello Friend; hot seating, adapting, retelling etc. to allow repetition of phrases as well as using our own words.
- Modelling during talk time how we can begin to make new friends using phrases such as "Would you like to play?" Adults to role-play and then children practise.
- Adults to model correct language and extend through, repeat and extend and questions.
- Adult to encourage, observe and extend social interactions and support conversations for children who need this.
- Children identified in the first half term to be below age related to be assessed for Wellcomm or continued from PVI/ Nursery
- Circle game using past tense; I played in the house, I ran outside etc.
- Singing songs: □ Friends, Friends 123 □ 10 Little Friends □ the more we get together the happier we will be Poem; We Can Michael Rosen. Children act out, perform

- Continuing to share selected fiction and nonfiction texts to encourage retelling using repeating refrains as well as own words
- Role play bear house and Christmas grotto house to encourage and extend vocabulary and dialogue
- Adult to encourage two-way conversations during CP time. Modelling interactions where needed.
- Circle games to encourage the use of connectives i.e. "I like... ", "Why do you like?" "Because..."
- Children identified to continue Wellcomm intervention to bring them to ARE
- Linked to old toys; encouraging discussion of why things might happen; why did the king not have an iPad when he was a little boy? Why do you think the king liked to play with cars?
- Singing songs; 5 Little Bears, Teddy Bear Rock and Roll
- Bringing in favourite teddy to encourage talk about the meaning of the bear, why he is special
- Continuing to practise past tense vocabulary. "When my mum was little she played with/ went to etc."

specific vocabulary) also being encouraged to use such new words

- Circle time activities specifically focussing on using past, present and future tense. If I lived in a castle I would... when I get married I will...my house now has...
- Focus group and whole class activities focussing on conjunctions with support; I am happy because, I like to run and...
- Role-play castle to encourage further vocabulary and dialogue development.
- Children who have now reached 5 years old and causing concern with CAL to be assessed at next level and take part in Wellcomm intervention if below ARE)

Learning Outcomes: Development Matters 2020

Understanding how to listen carefully and the importance of listening

- Learning and using new vocabulary
- Enjoying listening to and remembering longer stories
- Following two step instructions
- Using talk to organise themselves in play
- Engaging in story time
- Learning new rhymes and songs
- Retell a familiar text; some repetition and some own words
- Begin to connect one idea to another using a range of connectives
- Develop social phrases; "Hello" "How are you?" "Would you like to play with me?"

- Continue to learn and use new vocabulary
- Connect one idea or action to another using a range of connectives
- Engage in story times
- Engage in nonfiction books
- Begin to listen and talk about selected nonfiction to start to develop a deep familiarity with new knowledge and vocabulary
- Begin to participate in one-to-one discussions, offering own ideas and recently introduced vocabulary.
- Listen more attentively and respond to what they hear with relevant questions
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Continue to practise correct past tense verbs in discussions (independent and class lead)

- 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.
- 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

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

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.

Autumn

Spring

Summer

Key Learning Experiences / Vocabulary Development:

- **We are all amazing:** read aloud 'Amazing' by Steve Anthony □ talk about all the things that we are good at and the things that make each person special □ encourage children to tell a friend some of the things they like about them and/or think they should be proud of □ make certificates and stickers to praise one another
- **Express own feelings: emotions dice game** □ use dice with a different emotion picture or photo on each side □ take it in turns to throw the dice □ name the emotion on the dice and talk about when you might feel like this
- **Consider the feelings of others:** use book talk related to the focus text (see CL plans) to discuss □ how children may feel different in the same situation □ why children might be feeling different □ what could the little girl in the story done to help her friend □ how you can help your friends to feel happier
- **Moderating own feelings and being considerate:** remind children to / praise them for □ keeping calm □ being patient □ waiting their turn □ sharing □ tidying up after themselves
- **Moderating own feelings and being considerate:** praise children for □ keeping calm □ being patient □ waiting their turn □ sharing □ tidying up after themselves
- **Solving conflicts:** □ use book talk related to the focus text to identify where there might have been conflicts and what the children could do to solve them □ use puppets and mini-mes to model and explore

- **Jigsaw curriculum "Dreams and Goals" and "Healthy Me"**
 - Learning how to stand up for ourselves in the correct way "Please don't do that, I don't like it!" role-play opportunities.
 - Children to help Jennie Jigsaw with problems related to dreams and goal and role-play situations.
 - Home school link getting parents to share pictures of things that children have found hard and then mastered. Riding a bike, catching a ball
 - Children to be have challenges to overcome. Problem solving
 - Sharing "The Love Monster" "Don't Worry Hugless Douglas" discussion surrounding what could be done to help them/why things have happened.
 - Healthy me: Talking about and doing exercise to see how they feel, talking about the importance of being physically active (shared also with parents) Helping to design, create a healthy sandwich, discussing food choices
 - Talk surrounding keeping safe linked to "Bee Rule" and looking after mental as well as physical health
- Continue to have opportunities to talk about the "Bee Rules" emphasis on Bee Kind and Bee Safe.

- **Jigsaw "Relationships":** Role-play solving friendship problems, helping others when upset or hurt, being a good friend. Sharing the book "Mabel and Me" and George and Martha stopping at points for discussion. Creating a friendship wall with photos of children being kind to friends and things that have been seen i.e. ... helped... to zip up his coat
- **Jigsaw "Changing Me":** Celebrating uniqueness linked to weddings in cultures book "We are all the same we are all different" Talking about change, and how they feel when changes happen. Transition to new class and being open with questions, knowing what to do about worries. Sharing book "The huge Bag of Worries", setting up a worry box
- **Change for PE.** Children to do this independently including doing up buttons. Parents to work with school where children are still not doing this.
- Learning about weddings in different cultures to talk about diversity in our community.
- Show sensitivity to their own and to others' needs.
- Visit to new class for the day and talking afterwards about things that they liked/disliked and things that they would like to know (extra transition opportunities for those children who need it)

<p>the use of compromise and negation to solve conflicts ▪ Setting goals: choose a goal to work on with a friend and celebrate when it has been achieved e.g. we are going to try to... □ draw or record intended goal □ photograph or video achievements to celebrate</p> <ul style="list-style-type: none"> ▪ Work linked to Jigsaw scheme of working Autumn unit "Being Me" and "Celebrating Differences" ▪ Internet safety work, making posters, discussions, using Smartie the Penguin to teach safe internet use and communicating with parents to ensure that this is the case at home 	<p>Encouraging children to nominate other children who have shown this and celebrate</p> <ul style="list-style-type: none"> ▪ Collaborative tasks, to create an old toy working together sharing, negotiating with adult supporting/encouraging when needed. ▪ Sharing the book "The Colour Monster" encouraging the children to describe emotions as colours and recognise feelings in other. Can this support them to explain feelings? ▪ Using Traditional Tales to hot seat. Answering questions empathising/ understanding a character. Beginning to understand different viewpoints. ▪ Begin to change pumps for PE. Children to be encouraged to do this independently. Parent links encouraging this to happen at home as well as school 	
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Learning Outcomes: Development Matters 2020

<ul style="list-style-type: none"> • Begin to see self as a valuable individual • Begin to express feelings and understand how others might be feeling • Begin to identify and moderate own feelings socially and emotionally • Begin to resolve conflicts with others by negotiating and compromising • Begin to set own goals and show resilience and perseverance in the face of challenge • Manage own self-care needs • Develop confidence to try new activities and show independence ▪ Know and begin to talk about the different factors that support their overall health and wellbeing: □ regular physical activity □ healthy eating □ tooth brushing □ having good sleep routine • Children are aware of how they can use the internet both at school and home with safety and that if they are unsure that they need to ask for help 	<ul style="list-style-type: none"> • Continue to build constructive and respectful relationships • Express feelings and encourage the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Begin to think about the perspectives of others • Begin to self-regulate and understand their own emotions <p>Jigsaw outcomes:</p> <ul style="list-style-type: none"> • Staying motivated to achieve a goal • Working collaboratively to achieve • Positivity • Achieving and talking about dreams and goals 	<ul style="list-style-type: none"> • 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 • 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.
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PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn

Spring

Summer

Key Learning Experiences / Vocabulary Development:

- Challenge children to think of other actions e.g. rolling, crawling, hopping, climbing □ make a photo display of all the actions the children can do - Challenges to make us stronger: discuss and choose physical challenges to do together outdoors e.g. □ working together to carry a heavy bucket of water
- Large-scale sensory writing: consolidate correct formation of letters in name by writing their own names large scale outdoors (challenge one of their friends to run and jump on or hit their name)
- PE unit Ball play and racing games: teach a variety of ball games to play with a friend □ roll and catch □ throw and catch □ kick into a goal during PE and also in the outdoor learning space
- Fine motor: □ give advice to puppets and toys on how to use cutlery, paintbrushes, scissors etc. □ make an 'I can...' display to show children mastering these skills
- Link first term home learning to master such skills, and to emphasise the importance of daily physical exercise.

- Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing; large blocks, crates, climbing equipment, tubes, boxes etc. allowing for varying abilities and understanding that some children may still want to simply watch/listen
- Allow time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den. Inside the bear cave, reading area, outside dens etc.
- Provide children with regular opportunities to practise their movement skills alone and with others. Music and space inside, time alone outside.
- Encourage children to conclude movements in balance and stillness. During PE creating sequences, these elements incorporated. Gymnastics unit
- Encourage and model tummy crawling, crawling on all fours to strengthen wrists and hands, planks. (continue to link this with home learning tasks/information)
- See PSED for Healthy Me outcomes - Jigsaw
- Give children regular, sensitive reminders about correct posture during carpet and working time at tables

- PE sessions Dance and the Olympics. Children to practise sequences with good coordination and control .Negotiating space during dance as well as strength and balance building poses.
- Opportunities in the outdoor areas to practise skills daily using balls, beanbags, equipment, bats etc.
- Handwriting practise with expectation that pencil is held correctly as well as most letters formed correctly
- Children to write on lines getting their handwriting to sit on the lines with increased accuracy.
- Drawing activities linked to topic teaching the children to think carefully about shape, colours and accuracy.
- Painting of castles, knights using watercolour and smaller brushes to be more precise.
- Opportunities for cutting daily in creative/writing areas
- Dancing opportunities in groups and whole class. Class assembly performance

- Encourage children to draw freely. Engage children in structured activities: guide them in what to draw write or copy (see linked literacy EAD tasks)
- Teach and model correct letter formation following teaching sequence linked to "First class Phonics scheme"
- More accurate letter formation expectations for name writing in the morning. Interventions for children with poor motor skills/difficulties
- Little Bikers balance bikes to improve fine and gross coordination

Learning Outcomes: Development Matters 2020

- Revise, develop and consolidate movement skills already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Begin to develop overall body-strength, balance, co-ordination and agility.
- Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Further develop and refine a range of ball skills including: throwing, catching, kicking
- Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene
- Use a comfortable grip with good control when holding pens and pencils
- Continue to develop 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 (for those having a school meal)

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Continue to 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, refine and develop 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.
- Improve core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop the foundations of a handwriting style, which is fast, accurate and efficient.
- Further develop the skills needed to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

- 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.
- 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.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

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).

Autumn	Spring	Summer
Key Learning Experiences / Vocabulary Development:		
<ul style="list-style-type: none"> Phase 1 Phonics: (4) Rhythm & Rhyme □ make rhyming words for actions e.g. hop/bop, run/fun, sing/ding, dance/prance, jump/bump □ act out the rhyming words (5) Alliteration □ match friends names that alliterate □ invent alliterative names for each other e.g. jumping Jess, amazing Ali ... (7) Oral blending & Segmenting □ guess which friend □ give action commands Phase 2 Phonics: □ labelling children/friends using initial letters / matching initial letters to children / characters □ using phonics for words within the text which are decodable at a phase 2 level e.g. put, on, at, sad, miss, fun, can □ spotting and playing snap with common exception words within the text e.g. I, go, to, the □ CAP: use mini-me pointers to consolidate □ direction of print - left to right / top to bottom □ one-to-one correspondence Name writing: write own name with correct letter formation on work, letters and cards to friends Purposeful writing: □ label friends and members of their family □ write speech bubbles for friends, members of their family and pets e.g., I am... I can... I like... □ cards and letters for friends and family Guided Reading - to address individual / group next steps from above outcomes 	<ul style="list-style-type: none"> Phase 2 phonics: Letter sounds/capital and lower case. Letter families for letter formation alongside. CVC, VC words reading and writing. Reading tricky words and high frequency words on sight. Phase 3 phonics: Introducing digraphs and trigraphs to read. Reading common exception and tricky words- practising further through guided reading sessions Purposeful writing: List for Santa's workshop/bear cave. Using objects in a bag to write CVC words independently. Writing about favourite toy, Letter to Santa. Beginning to spell phase two tricky words correctly in phrases and for some sentences. Shared and guided writing sessions in ability groups to work on group targets Beginning to understand the format of a story through traditional tales: once upon a time, suddenly, first, next, happily ever after. Learning character, settings, alternative endings/versions of the same story Verbal feedback to give children next steps for both reading and writing when appropriate. Varied independent writing opportunities in CP: role-play, construction, outside, reading area, writing area linked to bears, toys, Christmas themes and with a purpose. 	<ul style="list-style-type: none"> Phase 3 letters and sounds repeated for those children needing consolidation. Naming and saying sounds of the alphabet, building knowledge of high frequency and tricky words, improving fluency and sight reading More able children phase 4 alongside consolidation of phase 3 (addressing gaps) Retelling own and learned stories and narratives. Using story language and problem solution. Applying new vocabulary in storytelling. Guided and shared reading sessions working on comprehension, prediction, linked to group targets. Sharing poetry - Commotion in the Ocean, fiction and nonfiction book (see above book list) discussing the different books/genres shared. Correctly forming most letters when completing writing task. Practising letters, as required, during verbal feedback Writing captions and sentences for different purposes; letter, under the sea storybook, facts about sharks, about our favourite sea animal. Writing sounds heard and spelling some common exception words accurately Independent writing opportunities for a purpose e.g. in role-play during CP times. Adult to guide and support opportunities.

- Writing and drawing tasks linked to guided reading books.
- Weekly reading and phonics homework through Seesaw linked to group targets and next steps.

Learning Outcomes: Development Matters 2020

Reading

- Understand the five key concepts about print
- Continue to develop P1 phonological awareness, with particular focus on rhythm & rhyme; alliteration; oral blending and segmenting
- Read individual letters by saying the sounds for them - secure P2 phonics
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences, applying P2 phonics to read VC and simple CVC words
- Begin to read a few common exception words matched to the "First Class Phonics" - P2 phonics
- Begin to read simple phrases / sentences, applying P2 phonic knowledge
- Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Read pink band guided reading books

Writing

- Write name correctly, using correct letter formation daily self-registration
- Use some of their print and letter knowledge in their early writing
- Begin to form some lower-case letters correctly-teaching sequence in line with "First Class Phonics"
- Begin to spell words by identifying the sounds and then writing the sound with letter/s, phase 2 VC and simple CVC words
- Begin to write captions - Begin to re-read what they have written to check that it makes sense
- Comprehension building in line with CAL targets and activities

Reading

- 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 2
- Read some letter groups that each represent one sound and say sounds for them. Phase 3
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.(Exception words/tricky words linked to First Class phonics)
- Continue to develop comprehension through guided and shared reading questioning.
- Follow print with fingers when reading
- Experience sharing both fiction and nonfiction texts and be able to identify some of the differences
- Read red band guided reading books

Writing

- Spell words by identifying the sounds and then writing the sound with letter/s (Developing writing without need of sound mat)
- Write captions/phases with growing independence
- Begin to reread own writing to check that it makes sense.
- Continue to develop comprehension through guided and shared reading questioning.
- Follow print with fingers when reading
- Increased accuracy with letter formation\to be able to form more letters correctly
- To have experience of writing for different purposes.

Reading

- 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.
 - 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.
 - Be reading red/yellow band books
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- 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.
 - Read red/yellow band guided reading book

MATHEMATICS: □ Numerical Pattern □ Number Linked to White Rose programme of learning.

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.

Autumn

Spring

Summer

Key Learning Experiences / Vocabulary Development:

- Recite numbers to 10 □ finger rhyme 'Ten little Friends' (includes forwards and backwards) □ pass the teddy - children pass a teddy round the circle, while counting in 1-10. The person holding the teddy when the count reaches 10 sits down. Start again; continuing until there is only one person left standing. (Can also play backwards where child on 1 sits down)
- Count to 5 objects or actions accurately: counting □ friends in a group or area □ actions with friends □ toys / resources / snacks when sharing ▪ Count actions plus subitise to 5: □ put images (e.g. as dot patterns) in each learning zone/workshop area to show how many children are allowed.
- Dice game - one with dots on up to 6 - throw dice, make the right number of actions created
- Practise number recognition to 10
- Compare numbers to 5: □ take in turns to throw 1-5 dice, collect correct number of resources - compare who has more than/ less than / fewer / same □ who has one more less ▪ Composition of numbers to 5: □ 'Find your 5 Friends' - building towers together with 5 bricks/ blocks, using two colours - how many different towers can we build?
- Explore number bonds to 5: □ use flip flops for 5 with images of children

- Continue to practise reciting numbers in different ways/patterns; use children to represent amounts when counting in 10s, backwards, from different starting points etc. Number Fun number songs to support this.
- Look at patterns on 100 square when counting in different ways.
- Continue to practise subitising; dots on dice, dominoes, on tens frames. Get the children to explain how they know an amount without counting. Quick show on fingers of different amounts without counting.
- Subitising games. Show an amount children quickly show on their fingers/with number cards/fans.
- Opportunities in CP to practise ordering numbers; washing lines/number pebbles. Identifying and describing missing numbers and problem solving related to this.
- Using egg boxes/tens frames/ objects to combine and count out different amounts.
- Drop objects into a tin/clap hands, beat a drum asking children to count without looking.
- Place objects in a bag, ask the children to watch you add/remove and then tell you how many are in now. Explain thinking/reasoning
- Children to create human balance scales to compare weight. Test the myth that heavy

- Continuing to practise subitising using different representations; dice, dominoes, bingo and making comparisons
- Practising counting on a back with and without objects. Securing accurate counting by providing opportunities to practise in CP enhancements.
- Using language of more and fewer and practising finding more and fewer
- Building past ten by making numbers beyond seeing that there is one ten and a number of ones using Numicon, built towers, tens frames.
- Match numerals to quantities beyond ten i.e. one ten and a 3 in Numicon and the number card 13. Move to 20 something using two tens etc.
- Daily counting practise beyond ten seeing the pattern of the repeated 1-9.
- I count, you count game practising number sequences. Teacher says 7, 8,9 children chant 10, 11, 12. Use different starting points and forwards and backwards.
- Can you find the missing number using both numerals and using practical equipment i.e. which number tower is missing?
- Looking on a 100 frames at larger numbers and patterns in numbers
- Practising doubling, sharing, and seeing the relationship between the two. Using mirrors to see doubles and practical situations to share.

<ul style="list-style-type: none"> • Patterns: □ copy /continue pattern made by friend □ copy /continue pattern made by friend □ talk about pattern with friend • Shapes: challenges to complete with a friend □ what can we make with these shapes? □ guess what my picture is □ can we put the shapes together to make a ... • Compare length and weight: □ lie down next two friends - who is the longest / shortest? □ find the heaviest thing you can carry with a friend 	<p>things are bigger and lighter small. Vocab; heavy heavier, light, lighter, balanced, scales</p> <ul style="list-style-type: none"> • Children to experience using different capacities to see capacity. Vocab full, empty, nearly full, half full etc. • Estimating how many spoons to fill a container and testing. • Link to CAL/Literacy using vocabulary; first, next, then, after that finally during storytelling/creating. • Daily references to date/day. Pointing at clocks, daily timetable etc. 	<p>Do all numbers share equally? Why not? Identifying odd and even numbers to 10</p> <ul style="list-style-type: none"> • Practising completing shape puzzles, rotating shapes. Looking at shapes of different orientation, size. • Matching sets of shapes encouraging the children to copy. Create shape pictures • Using positional language to describe where shapes are. • Which one doesn't belong and reasoning why • CP opportunities to create shapes in different ways; geo boards and bands, Numicon shapes, construction area etc. • Children need opportunities to explain their thinking and describe their methods/reasons during both independent and group learning
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Learning Outcomes: Development Matters 2020

<ul style="list-style-type: none"> • Recite numbers to 10 • Count objects, actions and sounds • Subitise 3 / 4 objects (quick recall without counting) • Link the number symbol (numeral) with its cardinal number value to 5 • Compare numbers to 5 • Understand 'one more/less than' to 5 • Explore the composition of numbers to 5 • Begin to explore number bonds to 5 • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Continue, copy and create repeating patterns • Begin to compare length and weight 	<ul style="list-style-type: none"> • Introducing zero including zero in counting • Comparing numbers to 5 and composition of 4 and 5. Number pairs to 5. Subitising numbers to 5 • Moving to 6, 7 and 8. Composition of numbers and number pairs to 6, 7 and 8 • Combining two groups • Moving to 9 and 10 number bonds. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Comparing mass and using practical equipment to test mass and use vocabulary. • Comparing capacity and using practical equipment to test capacity and use vocabulary • Exploring height and weight in practical activities as well as predicting and problem solving. • Increasingly being able to describe and understand events in relation to time. • Experiences time with timers and calendars. • Identify patterns in the environment • Moving beyond AB pattern by creating different patterns with different apparatus. 	<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. • 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.
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| | <ul style="list-style-type: none">• Using informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shape• Combining shapes to make other shapes | |
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