

## Reception Curriculum Overview

| EYFS Reception                            | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---|---|--|---|---|---|--|
| <b>Topic name</b>                         | <b>Outside Inside</b>   | <b>Knowing Yourself</b>  | <b>Talents and Powers</b>   | <b>Sowing a Seed</b>  | <b>Journeys</b>   | <b>Friends and Family</b>  |
| <b>English texts</b>                      | <b>Where the Wild Things are<br/>Anasi the Spider</b>   | <b>Look Up!<br/>Ning and the Night Pirates</b>   | <b>Little Red<br/>Super Milly and the Super School Day</b>  | <b>The Tiny Seed<br/>The Extraordinary Gardener</b>   | <b>So Much<br/>The Night Pirates</b>  | <b>Oi! Frog<br/>And Tango Makes Three</b>  |
| <b>Engaging Starting Points</b>           | <b>Trip: Nature Garden</b>  | <b>Now Press Play: Space</b>   | <b>Trip: Horniman Museum</b>  | <b>Gardening day -planting our own seeds – creating our own vegetable patch</b>   | <b>Trip: Pirate Adventure to Myatts Field Park</b>  | <b>Trip: Centre for Wildlife Gardening</b>   |
| <b>Memorable End Point</b>                | <b>Where the Wild things are Parade</b>   | <b>Space Themed Day</b>  | <b>Reception Picnic</b>   | <b>Trip: Peckham Rye Park Nature Walk</b>   | <b>Now Press Play: Pirates</b>  | <b>Now Press Play: Minibeasts</b>  |
| <b>Potential Lines of Development</b>     | Family, all about me, friends, talents, resilience, making friends, working together, bravery, feelings, worries, Seasons Changes – Autumn  | Night and day, space, moon, rockets, astronauts, sun, shadows, the sky, planets<br>Celebrations – Christmas<br>Seasonal Changes – Winter   | Wolves, picnics, food, bread, fairy tales, good and evil, magic, fruits, recipes, smoothies, China, Asian countries, myths, and legends.<br>Seasonal Changes - Spring               | Fruit, vegetables, growing, cooking, plants, food, food from around the world.<br>Seasonal Changes – Spring   | Pirates, sea, boats, sinking and floating, bravery, habitats, oceans, penguins, polar animals, film<br>Seasonal Changes – Summer  | Animals, minibeasts, rhyming, people who help us, vets, family, friends, love, Seasonal Changes – Summer   |
| <b>Songs and Rhymes</b>                   | People All Around The World<br>Hello, How Are You<br>Its Good To See<br>Twinkle Twinkle Little Star<br>Days Of The Week<br>Tick, Tock, It's Time to Say Hello<br>Peas Pudding<br>5 Little Peas In a Pea Pot Press | Me Cuelo<br>Down In The Jungle<br>Over The Rainbow (Sign)<br>I'm A Little Snowman<br>Who Stole The Cookie From The Cookie Jar  | 5 Current Buns<br>5 Cheeky Monkeys<br>10 On The Bed<br>Clap Clap Clap Your Hands<br>Che Che Koolay<br>See The Sleeping Bunnies  | 5 Little Men In A Flying Saucer<br>10 Little Aliens<br>Fungi I Love Ya<br>Here Is The Beehive<br>Zoom Zoom Zoom<br>Everybody Do This<br>One Little Finger                         | A Sailor Went To Sea Sea Sea<br>When I Was 1<br>Im A Little Teapot<br>Pirate Song<br>If you want to be a pirate<br>Simon Says   | 5 Little Speckled Frogs<br>Tutti Ta<br>10 Fat Sausages<br>B-I-N-G-O<br>Up The Tall Candle Stick  |
| <b>Poems</b>                              | Fall – Autumn   | Sun and the moon   | Little Seed   | Spring is here<br>The penguin   | Chop Chop   | Frogs<br>Little Tadpole  |
| <b>Trips and Enrichment opportunities</b> | <b>Trip:</b><br>Nature Garden<br>Local area walks<br><br>Where the Wild Things Are parade   | <b>Trip:</b><br>Library Visit<br>Nature Garden<br>NPP Space<br><br>Dress like an astronaut   | <b>Trip:</b> Horniman Museum<br>Making smoothies<br>Nature Scavenger Hunt<br>Nature Garden<br><br>Family Picnic   | <b>Trip:</b> Peckham Rye Park<br>Growing own plants<br>Nature Garden  | <b>Trip:</b><br>Pirate adventure trip to Myatts Field Park<br>Nature Garden<br><br>NPP Pirates  | <b>Trip:</b> Centre for Wildlife Gardening<br>Nature Garden<br>End of year celebration with all families<br><br>NPP Minibeasts                       |
| <b>RE</b>                                 | Judaism   | Christianity   | Buddhism  | Hinduism  | Islam   | Sikhism  |
| <b>Celebrations and Festivals</b>         | Harvest Festival<br>Halloween<br>Black History Month  | Advent & Christmas<br>Diwali<br>Bonfire Night<br>Hanukkah<br>Black History Month   | New Year<br>Lunar New Year<br>Safer Internet Day<br>Random Acts of Kindness Week  | Easter<br>Holi<br>Science Week<br>World Book Day  | Ramadan<br>Eid-el-Fitr  | World Environment Day<br><br>Carnival  |
| <b>Parent Engagement</b>                  | Home/School Visits<br>Welcome Meeting Workshop<br>Parent Workshops - PHONICS<br>Parents Evening<br>EYFS Twitter<br>Tapestry: WOW moments  | Tapestry Workshop<br>Reading in Reception Workshop<br>EYFS Twitter<br>Tapestry: WOW moments  | Horniman Museum<br>Maths Workshop<br>EYFS Twitter<br>Tapestry: WOW moments<br>Phonics intervention workshops  | Peckham Rye<br>Parents Evening<br>Vocabulary Workshop<br>EYFS Twitter<br>Tapestry: WOW moments  | Pirate Adventure trip<br>EYFS Twitter<br>Tapestry: WOW moments  | Centre for Wildlife<br>Parents Evening<br>EYFS Twitter<br>Tapestry: WOW moments<br>Home/School Visits 2025/2026                                      |
| <b>Reading</b><br>Little Wandle           | <b>Baseline</b><br><br><b>Phase 2:</b> s a t p i n m d g o c k c k e u r l h b f l<br><br><b>Tricky words:</b> is, I, the   | <b>Phase 2</b> ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end<br><br><b>Tricky words:</b> put pull full as has his her go no to into she push he of we me be | <b>Phase 3:</b> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words<br><br><b>Tricky words:</b> was you they my by all are sure pure                | <b>Phase 3 review:</b> ai ee igh oa oo ar or ur oo ow oi ear, er air<br>Longer words<br>Words with two or more digraphs<br>Longer words<br>Words ending in -ing<br>Compound words | <b>Phase 4:</b> short vowel sounds CVCC, CCVC, CCVCC, CCCVC, CCCVCC<br>Longer words<br>Compound words<br>Root words<br><b>Tricky words:</b> said so have like some come love do were here little says there when what one out today | <b>Phase 4:</b> long vowel sounds CVCC, CCVC, CCVCC, CCCVC, CCCVCC<br>Phase 4 words with -s and -es<br>Longer words<br>Compound words<br>Root words  |
| <b>Writing</b>                            | <b>Write own name and some initial letters.</b><br><br>Understand that writing has a purpose.<br><br>Writing cards for family   | <b>Write VC, CVC words.</b><br><br>Write topic vocabulary using word banks e.g. “moon, sun, stars, lost”<br><br>Make posters for Lost Moon   | <b>Attempt to spell simple words using own phonics knowledge.</b><br><br>Story maps and speech bubbles.<br><br>Writing labels for role play area, their models, and their pictures. | <b>Attempt to spell longer words using digraphs.</b><br><br>Lists and simple captions.<br><br>Labels parts of a plant, e.g. “leaf, stem, flower”                                  | <b>Write a phonetically plausible sentence.</b><br><br>Writing longer words and some new HFW.<br>Write a letter in role as a pirate<br>Speech bubbles   | <b>Write a sentence using a full stop and finger spaces.</b><br><br>Writes a simple narrative of their own.<br><br>Writes their own rhyming phrases. |

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| <b>Mathematics</b>   | Mastering Number Programme<br>White Rose Maths<br>Continuous provision based on the six key areas of early mathematics learning  |  |
| <b>Computing ICT</b> | Children use different equipment and technologies, such as iPads, magnifying glasses, BeeBots, torches, magnets, etc to explore and investigate the environment and the world around them. | Introduction to Technology and computing |

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| <b>Literacy ELG: Comprehension</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li> </ul>  | <b>Literacy ELG: Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>  | <b>Literacy ELG: Writing</b> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>   |
| <b>Maths ELG: Numerical Patterns</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>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.</li> </ul>   | <b>Maths ELG: Numerical Patterns</b> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>   |   |
| <b>Personal, Social and Emotional ELG: Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>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.</li> </ul> | <b>Personal, Social and Emotional ELG: Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>   | <b>Personal, Social and Emotional ELG: Building Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others’ needs.</li> </ul>   |
| <b>Physical Development ELG: Gross Motor</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> </ul>  | <b>Physical Development ELG: Fine Motor</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>   |   |
| <b>Communication and Language ELG: Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>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;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>  | <b>Communication and Language ELG: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate;</li> <li>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.</li> </ul> |   |
| <b>Understanding the World ELG: The world</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>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;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>                                   | <b>Understanding the World ELG: Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know similarities and differences between things in the past and now, drawing on their past experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>  | <b>Understanding the World ELG: People and Communities</b> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Describe their immediate environment using knowledge from observation, discussion stories non-fiction texts and map.</li> </ul> |
| <b>Expressive Arts and Design ELG: Creating With Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</li> <li>Share their creations, explaining the process they have used;</li> </ul>  | <b>Expressive Arts and Design ELG: Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt, and recount narratives and stories with peers and their teacher;</li> <li>Sing a range of well-known nursery rhymes and songs;</li> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> </ul>  |   |

- Make use of props and materials when role playing characters in narratives and stories

| Autumn 1<br>Outside Inside   |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
| Communication and Language<br>LA&U: Listening, Attention & Understanding<br>S: Speaking  | Personal, Social and Emotional<br>SR: Self-Regulation<br>MS: Managing Self<br>BR: Building Relationships   | Physical Development<br>GMS: Gross Motor Skills<br>FMS: Fine Motor Skills   | Literacy<br>C: Comprehension<br>WR: Word Reading<br>W: Writing  | Mathematics<br>N: Number<br>NP: Numerical Patterns   | Understanding the World<br>P&P: Past & Present<br>PC&C: People, Culture & Communities<br>tNW: The Natural World  | Expressive Arts and Design<br>CwM: Creating with Materials<br>BI&E: Being Imaginative & Expressive   |
| <p>Talk about family, name people who help us, name places in the local area <b>(G)</b></p> <p>Be able to sit and listen to a teacher in a group; pecs to support routine.</p> <p>Family trees- We will look at simple family trees such as the Royal family then look at our own family tree discussing siblings, Mom, Dad, Grandparents, Aunts, Uncles and Cousins. <b>(H)</b></p> <p>Know and use visual timetable for class routines.</p> <p>Actively use, engage with, and share the enjoyment of language and texts in a range of ways.</p> <p>Know and use other children's names.</p> <p>Can listen to a story and join in where appropriate and use language in play.</p> <p>Can follow class routines and instructions.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> | <p>See themselves as a valuable individual.</p> <p>Develop a sense of belonging within their new school.</p> <p>Build secure attachments with one and then more familiar educators.</p> <p>Confidently explore and engage with social and physical environments through relationships and play.</p> <p>Know and follow classroom rules and routines.</p> <p>Become more aware of the similarities and differences between themselves and others.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Be able to talk about their emotions and feelings (stop, I don't like that).</p> <p>Develop self-help skills and beginning to look after their belongings.</p> <p>Help with tidying up.</p> <p>Know who to tell if they are hurt or have a problem.</p> <p>Talk about emotions and feelings ("Stop, I don't like that")</p> | <p>Can use the toilet independently.</p> <p>Hold a pencil with a consistent grip.</p> <p>Make circle and line marks.</p> <p>Put on own coat and jumper independently and ask for help if needed.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>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.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons</p> | <p><b>Complete Baseline</b></p> <p><b>Phase 2:</b> s a t p i n m d g o c k k e u r l h b f l</p> <p><b>Tricky words:</b> is, I, the</p> <p>Write own name and some initial letters.</p> <p>Begin to understand that writing has a purpose.</p> <p>Writing cards for family.</p> <p>Read individual letters by saying the sounds for them.</p> | <p><b>Baseline</b></p> <p>Number sense to three and composition of 1, 2 and 3.</p> <p>Develop 1:1 correspondence and cardinality when counting to five.</p> <p>Compare amounts, size, and capacity.</p> <p>Explore Patterns.</p> <p>Subitise numbers up to three.</p> <p>Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</p> <p>Sing counting songs and number rhymes and read stories that involve counting.</p> <p>Play games which involve counting.</p> <p>Begin to count objects.</p> | <p>Talk about significant family members and similarities and differences between families. <b>(H)</b></p> <p>Name where we live (Camberwell) and things in the local area, e.g. church, park, supermarket, shops. <b>(G)</b></p> <p>Identify signs of Autumn and name some wild animals including wolves, squirrels, rabbits, and foxes. <b>(S)</b></p> <p>Visit the nature garden and understand the importance of looking after it. <b>(G)</b></p> <p>Autumn – we will learn about what happens to the world around us in Autumn. (Autumn is after Summer and before Winter) We will look at changes that are happening to plants and the weather. <b>(S)</b></p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men</p> | <p>Explore painting with brushes and mixing colours. Develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Draw a self-portrait with black pen, be able to draw features of the face in detail.</p> <p>Work together to develop and realise creative ideas.</p> <p>Create transient art using natural materials and loose parts.</p> <p>Call-and-response to songs, exploring body percussion.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Develop storylines in their pretend play.</p> |

| Autumn 2<br>Knowing Yourself   |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
| Communication and Language<br>LA&U: Listening, Attention & Understanding<br>S: Speaking  | Personal, Social and Emotional<br>SR: Self-Regulation<br>MS: Managing Self<br>BR: Building Relationships   | Physical Development<br>GMS: Gross Motor Skills<br>FMS: Fine Motor Skills   | Literacy<br>C: Comprehension<br>WR: Word Reading<br>W: Writing  | Mathematics<br>N: Number<br>NP: Numerical Patterns   | Understanding the World<br>P&P: Past & Present<br>PC&C: People, Culture & Communities<br>tNW: The Natural World  | Expressive Arts and Design<br>CwM: Creating with Materials<br>BI&E: Being Imaginative & Expressive   |
| <p>Talk about night and day, name times of day and use vocabulary linked to time. <b>(H)</b></p> <p>Remember and talk about past events – We will talk about things that we have done such as what we have done at the weekend or past events such as birthday parties. We will discuss these events with our class and discuss how long ago they were. <b>(H)</b></p> <p>Moon landings – We will watch a video of the moon landings and find out the names of the astronauts. <b>(H)</b></p> <p>We will learn new facts about the moon landings. (Neil Armstrong was the first man on the moon, his famous saying, watches a video of the moon landings, no gravity in space. <b>(H)</b></p> <p>Be able to follow simple instructions.</p> <p>Now and next boards – reinforce instruction with peps in a simple sequence.</p> | <p>Cooperate with others and negotiate roles and relationships in play episodes and group experiences: share, take turns, and cooperate.</p> <p>Talk about own routine.</p> <p>Express a wide range of emotions, thoughts, and views constructively.</p> <p>Gradually learn to ‘read’ the behaviours of others and respond appropriately.</p> <p>Are playful and respond positively to others, reaching out for company and friendship.</p> <p>Overcome challenges and persevere in my learning, sometimes seeking practical and emotional support from others.</p> <p>Routine – for day – use visual timetable now / next.</p> <p>Can cooperate and collaborate in order to keep play going.</p> <p>Can follow a two-step instruction or actions.</p> | <p>Write letter shapes with good amount of control.</p> <p>Pictures are beginning to have more detail, especially people.</p> <p>Control large toys e.g. bikes, bubble wands.</p> <p>Progress towards a more fluent style of moving, with developing control: run, jump, and climb.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>Develop good practices of hand washing and personal hygiene.</p> | <p><b>Phase 2</b> ff ll ss j v w x y z zz qu ch sh th ng nk<br/>words with –s /s/ added at the end.</p> <p><b>Tricky words:</b> put pull full as has his her go no to into she push he of we me be</p> <p>Write VC, CVC words.</p> <p>Write topic vocabulary using word banks e.g. ‘moon, sun, stars, lost.’</p> <p>Make posters for Lost Moon using our phonics knowledge.</p> | <p>Number sense to five and composition of 5.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Representing numbers to five</p> <p>Compare sets by matching and saying when they are “equal.”</p> <p>Begin to name 2D shapes.</p> <p>Positional language.</p> <p>Subitise numbers up to four.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Begin to count objects, actions, and sounds with increasing precision.</p> | <p>Name moon, sun, stars, clouds, and some planets. <b>(S)</b></p> <p>Discuss past and future – what would you like to be in the future? Name a variety of professions. <b>(H/G)</b></p> <p>Know basic facts about space – e.g. that there is no air, you must wear a spacesuit. <b>(S)</b></p> <p>Know how to get to Space, and that people have been to the Moon. <b>(S)</b></p> <p>Understand how a letter is sent and delivered. <b>(G)</b></p> <p>Talk about Christmas and share a range of experiences related to festivals that are important to them. (e.g. Christmas, Diwali, Halloween) <b>(G/H)</b></p> | <p>Explore making imprints in playdough and clay with a variety of tools.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create spacecrafts with boxes and junk modelling material: children are beginning to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Create collaboratively, sharing ideas, resources, and skills.</p> <p>Large-scale art, e.g. dripping and flicking paint onto backdrop to create galaxy.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p> <p>Children can take on roles of astronauts in the space station role-play area.</p> |

**Spring 1  
Talents and Powers**

| <b>Communication and Language</b><br>LA&U: Listening, Attention & Understanding<br>S: Speaking   | <b>Personal, Social and Emotional</b><br>SR: Self-Regulation<br>MS: Managing Self<br>BR: Building Relationships   | <b>Physical Development</b><br>GMS: Gross Motor Skills<br>FMS: Fine Motor Skills   | <b>Literacy</b><br>C: Comprehension<br>WR: Word Reading<br>W: Writing   | <b>Mathematics</b><br>N: Number<br>NP: Numerical Patterns   | <b>Understanding the World</b><br>P&P: Past & Present<br>PC&C: People, Culture & Communities<br>tNW: The Natural World  | <b>Expressive Arts and Design</b><br>CwM: Creating with Materials<br>BI&E: Being Imaginative & Expressive   |
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| <p>Use language and engage in play to imagine and create roles, scripts, and ideas; we will create our own version of little Red using our own ideas and voices.</p> <p>We will sequence the story talking about the story and answering questions.</p> <p>Express a preference verbally for different stories.</p> <p>Roles play familiar stories using story language.</p> <p>Diwali – We will look at where India is on a map compared to England. (There are other countries in the world; India is in a different part of the world to England). <b>(G) (H)</b></p> <p>Talk about how characters in a story are feeling using a range of vocabulary including: scared, lost, frightened, proud, relieved, jealous, relaxed.</p> | <p>Recognise and choose favourite stories.</p> <p>Build constructive and respectful relationships with peers and teachers.</p> <p>Demonstrate increasing awareness of the needs and rights of others.</p> <p>Be open to new challenges and discoveries.</p> <p>Develop strong foundations in both the culture and language/s of their family and of the broader community.</p> <p>Follow rules on a trip and behave suitably on public transport.</p> <p>Children are beginning to use strategies for staying calm in the face of frustration.</p> <p>Resolve issues with friends with adult support if needed.</p> | <p>Confident in outdoor area to run, jump, climb and kick balls.</p> <p>Use a range of writing materials with increasing control. <b>(FMS)</b></p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions. (GMS)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> </ul> | <p>Phase 3: ai ee igh oa oo oo ar or ur ow oi ear air er<br/>words with double letters<br/>longer words.</p> <p><b>Tricky words:</b> was you they my by all are sure pure</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Attempt to spell simple words using own phonics knowledge.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Write story maps with pictures to represent their ideas.</p> <p>Begin to write speech bubbles.</p> <p>Write labels for role play area, their models, and their pictures.</p> | <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Verbally count to 20 and beyond.</p> <p>Subitise numbers up to 5.</p> <p>10 and beyond.</p> <p>Explore the composition of 5 and 6 and begin to see that numbers within 10 can be composed of “5 and a bit”.</p> <p>Compare length, weight, and capacity. Children can use comparative language using ‘than’ and encourage children to use this vocabulary. For example: “This is heavier than that.”</p> <p>Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers.</p> <p>Display numerals in order alongside dot quantities or tens frame arrangements.</p> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> | <p>Name animals that live in the woods (e.g. bears, wolves). <b>(S)</b></p> <p>Name some Asian countries, e.g. China, Vietnam, who celebrate Lunar New Year. <b>(G)</b></p> <p>Identify the signs of winter. <b>(S)</b></p> <p>Begin to describe historical places and traditional language from stories. <b>(H)</b></p> <p>Know that they live in London, England. <b>(S)</b></p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p> | <p>Children to take on roles in small world in the woodland’s role play a read.</p> <p>Make patterns and explore textures with art materials.</p> <p>Listen to music and respond with dance.</p> <p>Use puppets, props, and story maps to invent and adapt traditional tales in play.</p> |

**Spring 2  
Sowing a Seed**

| <b>Communication and Language</b><br>LA&U: Listening, Attention & Understanding<br>S: Speaking  | <b>Personal, Social and Emotional</b><br>SR: Self-Regulation<br>MS: Managing Self<br>BR: Building Relationships  | <b>Physical Development</b><br>GMS: Gross Motor Skills<br>FMS: Fine Motor Skills  | <b>Literacy</b><br>C: Comprehension<br>WR: Word Reading<br>W: Writing  | <b>Mathematics</b><br>N: Number<br>NP: Numerical Patterns   | <b>Understanding the World</b><br>P&P: Past & Present<br>PC&C: People, Culture & Communities<br>tNW: The Natural World   | <b>Expressive Arts and Design</b><br>CwM: Creating with Materials<br>BI&E: Being Imaginative & Expressive   |
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| <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>What grows where? – We will discuss different plants and which plants grow best in which countries <b>(G) (S)</b></p> <p>We will discuss different climates. We will look at these countries on a map. <b>(G)</b></p> <p>Name fruit and vegetables and experiment with taste and origins of where food comes from, describing tastes and textures of foods <b>(S)</b></p> <p>Talk about things they eat at home.</p> <p>Talk about healthy food choices.</p> <p>Understand that different families eat different things.</p> <p>Name the things a plant needs to grow. <b>(S)</b></p> <p>Name some common plants and flowers. <b>(S)</b></p> <p>Anticipate – where appropriate – key events in stories.</p> | <p>Show an increasing awareness of healthy lifestyles and good nutrition.</p> <p>Show resilience and perseverance in the face of challenge and when first attempts are not successful.</p> <p>Consider others’ perspectives and reflect on their actions and consider consequences for others.</p> <p>Play together, in a game involving turn taking and share resources.</p> <p>Is inclusive and outgoing towards new or unfamiliar children in the class.</p> <p>Can listen and respond to others with increasing attention whilst engaged in an activity.</p> <p>Can use strategies such as sharing, cooperation and compromise to manage social situations with peers.</p> <p><b>Try unfamiliar foods.</b></p> | <p>Move around the space, managing to negotiate obstacles.</p> <p>Write some recognisable and correctly formed letters. <b>(FMS)</b></p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• sensible amounts of ‘screen time’</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian.</li> </ul> | <p><b>Phase 3 review:</b> ai ee igh oa oo ar or ur oo ow oi ear, er air</p> <p>Begin to be able to read and write longer words.</p> <p>Be able to read and write words with two or more digraphs.</p> <p>Be able to read and write words ending in -ing.</p> <p>Attempt to spell longer words using digraphs.</p> <p>Write lists and simple captions.</p> <p>Labels parts of a plant, e.g. “leaf, stem, flower.”</p> <p>Compare length, weight, and capacity.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> | <p>Begin to identify doubles.</p> <p>Begin to identify odd and even numbers.</p> <p>Composition of numbers 7-9.</p> <p>Reasoning when comparing numbers.</p> <p>Compare Length and Height.</p> <p>Begin to name 3D shapes.</p> <p>Continue, copy, and create repeating patterns. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.</p> | <p>Know what a plant needs to grow. <b>(S)</b></p> <p>Talk about what plants look like and some similarities and differences. <b>(S)</b></p> <p>Name flower, tree, plant, bush and some flower and tree names. <b>(S)</b></p> <p>Identify some signs of spring, e.g. blossoms, daffodils. <b>(S)</b></p> <p>Recount past events and experiences. <b>(H)</b></p> <p>Describe food which is important in their family or on special occasions.</p> <p>Children can begin to describe and comment on things they have seen whilst outside, including plants and animals. <b>(S)</b></p> | <p>Draw with increasing detail, including opportunities for observational drawing and sketching.</p> <p>Children can use different ways of joining their work. Together.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Construct with a variety of different materials to make small world settings.</p> <p>Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug, or an invisibility cloak.</p> |

| Summer 1<br>Celebrating Self   |   |   |  |   |   |   |
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| Communication and Language<br>LA&U: Listening, Attention & Understanding<br>S: Speaking  | Personal, Social and Emotional<br>SR: Self-Regulation<br>MS: Managing Self<br>BR: Building Relationships  | Physical Development<br>GMS: Gross Motor Skills<br>FMS: Fine Motor Skills   | Literacy<br>C: Comprehension<br>WR: Word Reading<br>W: Writing   | Mathematics<br>N: Number<br>NP: Numerical Patterns  | Understanding the World<br>P&P: Past & Present<br>PC&C: People, Culture & Communities<br>tNW: The Natural World   | Expressive Arts and Design<br>CwM: Creating with Materials<br>BI&E: Being Imaginative & Expressive  |
| <p>Where have you been? – We will discuss places that we have travelled to and identify them on a map. (There are other countries; maps show us other parts of the world).</p> <p>We will talk about what transport we used to get there. (different distances need different types of transport, bus, car, train, plane, walk)</p> <p>Name and locate the world’s seven continents and five oceans. <b>(G) (H)</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>(G) (S)</b></p> <p>Drawing and labelling our own story maps, writing captions and labels, writing simple sentences. <b>(H)</b></p> <p>Identifying Countries on a map – We will find out where different countries are on a map. <b>(H)</b></p> <p>Look at real maps of our local area and the UK. We will create our own maps. (Direction words, simple titles, landmarks). <b>(H) (G)</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>(G)</b></p> | <p>Use play to investigate, project and explore new ideas.</p> <p>Participate with others to solve problems and contribute to group outcomes.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I know how to be a good friend.</p> <p>Take considered risk in their decision making and cope with the unexpected.</p> <p>Recognise their individual achievements and the achievements of others.</p> <p>Demonstrate an increasing capacity for self-regulation.</p> <p>Resolve issues with friends more independently, asking adults to help if necessary.</p> | <p>Understand how to keep the body healthy.</p> <p>Talk about how exercise affects the body.</p> <p>Form most letters correctly and with consistent size.</p> <p>Develop overall body-strength, balance, co- ordination, and agility.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> | <p><b>Phase 4:</b> short vowel sounds CVCC, CCVC, CCVCC, CCCVC, CCCVCC<br/>Longer words<br/>Compound words<br/>Root words</p> <p><b>Tricky words:</b> said so have like some come love do were here little says there when what one out today.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Form lower-case and capital letters correctly.</p> <p>Read compound words and understand compound words are two or more words grouped together.</p> | <p>Identify when it is appropriate to count and when to subitise smaller groups inside a large number.</p> <p>Count on from from different numbers.</p> <p>Explore the composition of 10.</p> <p>Order sets of objects.</p> <p>Match, rotate, manipulate shapes.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> | <p>Name ways of travelling through water. <b>(G)</b></p> <p>Visit a boat e.g. Cutty Sark, and the National Maritime Museum. <b>(H)</b></p> <p>Use the language of “float” and “sink” to describe what happens to objects in water. <b>(S)</b></p> <p>Learn about animals that live in the Antarctic. <b>(S)</b></p> <p>Learn about animals that live under the sea. <b>(S)</b></p> <p>Describe what happens at night and during the day. <b>(S)</b></p> | <p>Children to take on characters of pirates in role play and dramatic.</p> <p>Create habitats using a range of mixed media.</p> <p>Combining different stages of artwork, e.g. beginning with painting the background, adding pastels and then water colour.</p> <p>Create vehicles that move on land and in water with a variety of materials.</p> <p>Exploring shade and tone by painting the sea different colours of blue and green. Children can develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Draw simple maps imaginary landscapes such as pirate islands. <b>(G)</b></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout.</p> |

**Summer 2**  
**All Creatures Great and Small**

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| <p>Describe animal and human life cycles. <b>(S)</b></p> <p>Life cycles – Frogs – We will learn the stages of the frog life cycle. <b>(S)</b></p> <p>We will learn the vocabulary involved in the life cycle. <b>(S)</b></p> <p>Animal habitats – We will learn where different animals live. We will discuss why different animals need different habitats and compare them. (A dragonfly in a pond, a worm in the soil, a spider in a web). <b>(S)</b></p> <p>Describe how to look after animals.</p> <p>Name animals in the stories and other animal, using our vocabulary to describe how animals look. <b>(S)</b></p> <p>Compare animals and humans and be able to describe differences in detail. <b>(S)</b></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>Explore relationships with other living and non-living things and observe, notice, and respond to change.</p> <p>Show growing appreciation and care for natural and constructed environments.</p> <p>Explore, infer, predict, and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals.</p> <p>Understand that people are different and have different feelings.</p> <p>Understand that humans and animals grow and change.</p> <p>Develop an awareness of the impact of human activity on environments and the interdependence of living things.</p> <p>Show sensitivity towards animals and friends.</p> | <p>Form letters correctly.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in physical activities.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, and tooth brushing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p> | <p><b>Phase 4:</b> long vowel sounds<br/>                     CVCC, CCVC, CCVCC, CCCVC, CCCVCC<br/>                     Phase 4 words with -s and -es<br/>                     Longer words<br/>                     Compound words<br/>                     Root words</p> <p>Write a sentence using a full stop and finger spaces.</p> <p>Writes a simple narrative of their own.</p> <p>Writes their own rhyming phrases.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>Name a variety of minibeasts and insects, e.g. ladybird, butterfly, caterpillar. <b>(S)</b></p> <p>Use some scientific vocabulary related to the lifecycle of animals, e.g. egg, chrysalis, born, hatch. <b>(S)</b></p> <p>Understand how important people have made the world better <b>(H)</b></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Use clay and other modelling materials to create own minibeasts.</p> <p>Explore pattern with animal prints and create own patterns.</p> <p>Create a diagram of the life cycle of a Frog. <b>(S)</b></p> <p>Design and create habitats for real and imaginary minibeasts. <b>(G)</b></p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> |



