



Reception - Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What makes me a me? Amazing Autumn	How do people celebrate? Wonderful Winter	Where will we explore today? Super Spring	What makes a story amazing? Super Spring	Where in the world do animals live? Sizzling Summer	What makes our world amazing? Sizzling Summer
WOW Moments Engagement	Marvellous Me bags Favourite colour, book, teddy – WOW day	Diwali Christmas Remembrance Sunday Bonfire Night World Nursery Rhyme Week	Chinese New Year		Chicks	Nell Bank Planting and making food with our produce
Core Texts	Starting School The Colour Monster The Colour Monster Starts School What makes me a me Big Book of families Leafman Arcimbaldo's Portraits	The best Diwali Ever Nursery Rhyme Compendium The Jolly Postman Stickman Kipper's Birthday	Cave Baby Dave's Cave Whatever Next Look inside Space The Go Away Birds The Magic Paintbrush	Supertato The Princess and the Pea Cinderella Jack and the beanstalk The Princess and the Wizard	Lots of frogs Rumble in the Jungle Giraffes Can't Dance The Emperors Egg Little Red Hen Chicken Licken Superworm The Very Hungry Caterpillar	Grandma's saturday Soup We're Going on a bearhunt The Naughty Bus The Tiny Seed Oliver's Vegetables/Fruits Clean Me!
Core Songs	123 Good to be me If you're happy Head Shoulders Tommy Thumb Favourite Rhymes from children	World Nursery Rhyme week Christmas Show Songs	Wheels On The Bus Row Row Row Your Boat The Big Ship Sails.	There was a princess... When Goldilocks...	12345 Once I caught a fish alive Hickory Dickory Dock Baa Baa Black Sheep Down In The Jungle 5 Little Ducks 5 Little Monkeys There's a worm at the bottom of the garden	Mary Mary Quite Contrary
Topic Vocab	Portrait, family, Body, Senses, Emotions	Celebration, Festival, seasons, community, weather	extinct, galaxy, solar system, planet, nest	Castle, character, setting, blurb, fiction	Habitat, chick, lifecycle, froglet, minibeast	Journey, adventure, plantain, globe, maps, recycling
Drawing Club – Books and Vocab	Focus on writing initial sounds, simple CVC words and correct formation of letters Not now Bernard Vocabulary: gobble, chomp, leak, destroy, splat What's in the Witch's Kitchen?	Focus on writing simple CVC, CVCC words and short phrases The Smartest Giant in Town Vocabulary: smartest, kindest, caring, helpful, proud Puff the Magic Dragon Vocabulary: Autumn, roar, gigantic, forever, lookout	Write simple phrases which include phase 3 graphemes and tricky words Goldilocks Vocabulary: piping hot, guzzle, large, medium, empty	Write a simple sentence with use of capital letter and full stop Little Red Hen Vocabulary: ingredients, baking, unhelpful, together, mixing	Write a short sentence with phase with tricky and high frequency words and use of punctuation Room on the Broom Vocabulary: whoosh, fiery, horrible, passenger, add The Three Little Pigs	Write a sentence using taught GPCs, tricky words, finger spaces and full stops Tiddler Vocabulary: daydream, celebrating, communicate, join, left The Diddler that Dummed



	<p>Vocabulary: slimy, disgusting, laugh, spooky, tasty</p> <p>Would you rather? Vocabulary: danger, boiling, freezing, brave, fool</p> <p>Chicken Licken Vocabulary: smile, magic, believe, royal, crafty</p> <p>White hen and the fox Vocabulary: snooze, flame, begin, full, escape</p> <p>A dark, dark tale Vocabulary: shiny, misty, pitch black, lonely, shocked</p>	<p>The Storm Whale Vocabulary: shore, distance, listener, storm, wonder</p> <p>Penguin Vocabulary: nibble, quiet, friend, swallow, love</p> <p>Stickman Vocabulary: snowy, float, weave, woolly, frozen</p> <p>The Christmas Pine: Vocabulary: journey, alone, lost, decorations, missing</p>	<p>Pirate Pete Vocabulary: journey, ocean, steer, directions, adventure</p> <p>Penguin Vocabulary: Talk, swallow, nibble, love, silent</p> <p>The Gingerbread Man Vocabulary: leap, block, soggy, upset, speed up</p> <p>Hansel and Gretal Vocabulary: wicked, cauldron, clever, swish, double</p> <p>Lost and Found Vocabulary: Confused, tiny, construct, sad, lost</p>	<p>The Hairy Toe Vocabulary: creep, swirling, old, fearful, secret</p> <p>The Magic Porridge Pot Vocabulary: magical, gloopy, chat, steaming, never ending</p> <p>Farmer Duck Vocabulary: tired, lift, sneaky, shocked, lazy</p> <p>The Colour Monster Vocabulary: shimmering, sobbing, disappear, shy, angry</p> <p>Meg and Mog Vocabulary: explode, climb, remain, transform, stomping</p>	<p>Vocabulary: celebrate, construct blow, strong, disappear</p> <p>We're going on a Bear Hunt Vocabulary: joyful, tiptoe, hide, wandering, panic</p> <p>Jack and the Beanstalk Vocabulary: chopping, massive falling climb, boom</p> <p>Superworm Vocabulary: zoom, strong indestructible, transform, wriggling</p> <p>Three Billy Goats Gruff Vocabulary: triple, fearless, creaky, horrid, scared</p>	<p>Vocabulary: roared, looking, wondering, write, stop</p> <p>The Night Pirates Vocabulary: journey, awful, ask, muddy,</p> <p>The 100 Decker Bus Vocabulary: layer, blow, unsure, crew, expand</p> <p>A Little bit Brave Vocabulary: scared, marched, strength, adventure, shouted</p> <p>Stuck Vocabulary: cling, rescue, collect. interest, throw</p>
Communication & Language	Autumn 1 – What makes me a me? Amazing Autumn	Autumn 2 How do people celebrate? Wonderful Winter	Spring 1 Where will we explore today? Super Spring	Spring 2 What makes a story amazing? Super Spring	Summer 1 Where in the world do animals live? Sizzling Summer	Summer 2 What makes our world amazing? Sizzling Summer
Linked Adel Curriculum ELGs	<ul style="list-style-type: none"> I can talk about how I can help to look after our school and the wider environment. I can explore the conservation area and our outdoor area and talk about the seasonal changes that I see. 					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSE time, story time, Helicopter stories, singing,	<p>To settle in to a new environment.</p> <p>To begin to make friends.</p> <p>To talk about experiences that are familiar to them.</p> <p>To talk about family routines and special occasions.</p> <p>To follow simple instructions (settling in).</p>	<p>To continue to widen vocabulary: Drawing Club</p> <p>To begin to tell stories through Helicopter stories</p> <p>To Listen and respond to stories.</p> <p>To Follow instructions.</p> <p>To take part in discussion.</p>	<p>To continue to widen vocabulary: Drawing Club</p> <p>To use new vocabulary throughout the day (Provision area vocab)</p> <p>To ask how and why questions.</p> <p>To retell a story</p>	<p>To recite poems and songs.</p> <p>To retell a story through Helicopter stories.</p> <p>To listen to and talk about selected stories using exact repetition and own words</p>	<p>To learn and recite, poems and songs:</p> <p>To listen to, engage in, and talk about non-fiction.</p> <p>To talk about my local area and name some key features.</p> <p>To talk about life cycles.</p>	<p>To talk about Changes in the Seasons.</p> <p>To describe events in some detail: planting seeds,</p> <p>To can talk about the experiences I have had at different points in the school year using past and present tenses</p>



<p>speech and language interventions, EYFS productions, Drawing Club Vocabulary Daily story time using high quality texts (including Pie Corbett reading spine)</p>	<p>To develop new vocabulary: Drawing Club To listen to stories To understand 'why' questions To be able to express a point of view</p>	<p>To understand how to listen carefully and why listening is important. To choose books that will develop their vocabulary. To learn and recite poems and songs: Poem of the week. To articulate their thoughts and feelings in sentences To engage and enjoy story times To begin to explore non-fiction books</p>	<p>To remember key points from a story. To ask questions to find out more and to check they understand what has been said to them. To describe events (Chinese New Year). To listen to and talk about stories to build familiarity and understanding. To continue to learn rhymes, poems, and songs. To begin to use connectives To engage in non-fiction books about Space</p>	<p>To articulate ideas and thoughts into well-formed sentences. To ask questions to find out more. To describe events in stories in some detail.</p>	<p>To use full sentences and connectives to describe animals To listen to and talk about non-fiction on animals to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To talk about our transition to year one using the future tense To offer explanations for why some seeds grow and others don't in different circumstances To hold conversations with peers and staff about where they live and their school life</p>
<p>Physical Development</p>	<p>Autumn 1 – What makes me a me? Amazing Autumn</p>	<p>Autumn 2 How do people celebrate? Wonderful Winter</p>	<p>Spring 1 Where will we explore today? Super Spring</p>	<p>Spring 2 What makes a story amazing? Super Spring</p>	<p>Summer 1 Where in the world do animals live? Sizzling Summer</p>	<p>Summer 2 What makes our world amazing? Sizzling Summer</p>
<p>Linked Adel Curriculum ELGs</p>	<ul style="list-style-type: none"> I can use the classroom resources independently and safely 					
<p>Fine Motor Weekly Finger gym challenge Dough Disco Squiggle Handwriting sessions</p>	<p>To develop hand strength through Dough Disco To develop pencil control and letter formation through Squiggle while you Wiggle To develop fine motor control through threading, playdough. To draw lines and circles using gross motor movements. To hold pencil/paint brush beyond whole hand grasp. To take shoes off and put them on. To draw a person and write name To snip paper To show increasing independence in putting on and taking off our coats</p>	<p>To develop fine motor skills through threading, playdough. To develop muscle tone to put pencil pressure on paper during handwriting and dough disco sessions. To show preference for dominant hand during writing and drawing activities. To engage children in structured activities for drawing and writing such as handwriting and Drawing Club. To promote use of cutlery at lunch time and in playdough. To teach and model correct letter formation in handwriting and Squiggle.</p>	<p>To develop fine motor skills through small bead threading, cutting, weaving, To begin to form letters correctly. To handle malleable materials with increasing control. Encourage children to draw freely in their free draw books To fasten clothing/zips. To cut simple shapes with Scissors To correctly write our name on our Draw a Person pictures</p>	<p>To hold our pencil effectively with comfortable grip during all writing activities. To form recognisable letters most correctly formed during our Letterjoin sessions. To develop their small motor skills so that they can use a range of tools competently, safely and confidently through finger gym activities. To develop their core muscle strength to achieve a good posture</p>	<p>To continually develop pencil grip and letter formation. To use one hand consistently for fine motor tasks. To cut along a straight line with scissors/Start to cut along a curved line. To draw a person and write their name with correct letter formation To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To continue to develop the foundations of a handwriting</p>	<p>To form all letters correctly during writing activities. To cut a shape out using scissors. To begin to draw diagonal lines, like in a triangle To colour inside the lines of a picture. To build houses and buildings in Adel with smaller linking blocks, such as Lego. To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • To confidently use a range of small tools, including scissors, paintbrushes and cutlery. •</p>



	To line up and queue at lunchtime		To begin to develop the foundations of a handwriting style which is fast, accurate and efficient through our Letterjoin sessions	when sitting at a table or sitting on the floor. To further develop the foundations of a handwriting style which is fast, accurate and efficient during Letterjoin sessions. To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	style which is fast, accurate and efficient.	To begin to show accuracy and care when drawing pictures of our teachers for our new September starters
Gross Motor PE planning lessons Exploration of 'Outdoor Area', especially 'Magical Movement' area	Me and Myself Bodies Senses On the Move To go up steps and stairs, or climb up apparatus, using alternate feet on climbing frame. To use large-muscle movements to wave flags and streamers in movement area, paint and make marks outdoors. To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks in our outdoor construction area.	Movement Development Ways of moving Changing direction Changing speed To begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions in PE To begin to use a range of large and small apparatus indoors and outside, alone and in a group.	Dance Moving in time to music Emotions Group work To develop the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing during our PE sessions and in the outdoor area To progress towards a more fluent style of moving, with developing control and grace in our movement and dance area and in PE To begin to combine different movements with ease and fluency in PE	Ball skills Ball control Moving with a ball Bouncing To develop overall body-strength, balance, co-ordination and agility in P and outdoors. To begin to develop a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming during PE sessions	Throwing and catching Rolling and sending Catching Throwing To combine different movements with ease and fluency in movement area To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming in PE. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball during PE and outdoor play.	Working with others Co-operating, sharing, taking turns Fun and Games Movement, ball, group games To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To negotiate space and obstacles safely, with consideration for themselves and others. • To demonstrate strength, balance and coordination when playing. • To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Personal and Social Development	Autumn 1 – What makes me a me? Amazing Autumn	Autumn 2 How do people celebrate? Wonderful Winter	Spring 1 Where will we explore today? Super Spring	Spring 2 What makes a story amazing? Super Spring	Summer 1 Where in the world do animals live? Sizzling Summer	Summer 2 What makes our world amazing? Sizzling Summer
Linked Adel Curriculum ELGs	<ul style="list-style-type: none"> I can show an understanding of the feelings of myself and others. I can use the classroom resources independently and safely I can work with my friends to achieve a shared aim. 					



<p>Circle times Responsive to needs in provision Group work to promote developing relationships Cosmic meditation once per week Kapow Primary Lessons</p>	<p>To focus on play and turn taking To learn routines and boundaries. To explore school rules and develop own class rules. To develop our understanding of Emotions using words like 'happy', 'sad', 'angry' or 'worried' through Colour Monster – To introduce Zones of Regulation To celebrate ourselves and our interests. To develop our handwashing skills To select and use activities and resources, with help when needed. To become more outgoing with unfamiliar people, in the safe context of their setting. To play with one or more other children, extending and elaborating play ideas</p> <p>Kapow- Self regulation – My Feelings (6 lessons)</p>	<p>To focus on the emotions angry/frustrated, excited – where do I feel it in my body? To know what to do if I feel these emotions (Zones of Regulation) To complete EYFS Mindfulness lessons – promote positive mental health. To begin to see themselves as a valuable individual by sharing our strengths. To begin to build constructive and respectful relationships by following our school rules. To begin to manage their own needs. - personal hygiene by following our school rules.</p> <p>Kapow – Building relationships – special relationships</p>	<p>To focus on emotions of anxious/ worried, calm/peaceful – where do I feel it in my body? What can I do about it? (Zones of regulation) To voice what I am good at? How can I get better at it? To express their feelings and consider the feelings of others.</p> <p>Kapow – Managing self – taking on challenges</p>	<p>To focus on emotions of Bored/fed up – where do I feel it in my body? What can I do about it? (Zones of Regulation) To think of a problem and how can I overcome it? To Build constructive and respectful relationships through collaborative play in provision. To show resilience and perseverance in the face of challenge.</p> <p>Kapow – Self regulation – listening and following instructions</p>	<p>To focus on emotions jealous, proud - where do I feel it in my body? What can I do about it? To talk about how to be a safe pedestrian during Healthy Week To celebrate healthy week – healthy eating, toothcare, sun safety, road safety To manage their own needs, especially focusing on healthy food and hygiene To know and talk about healthy eating</p> <p>Kapow – Managing self – my wellbeing</p>	<p>To get ready for transition – (Zones of regulation and Kapow transition sessions)</p> <p>Kapow – My family and friends Transition</p>
<p>Literacy</p>	<p>Autumn 1 – What makes me a me? Amazing Autumn</p>	<p>Autumn 2 How do people celebrate? Wonderful Winter</p>	<p>Spring 1 Where will we explore today? Super Spring</p>	<p>Spring 2 What makes a story amazing? Super Spring</p>	<p>Summer 1 Where in the world do animals live? Sizzling Summer</p>	<p>Summer 2 What makes our world amazing? Sizzling Summer</p>
<p>Comprehension – Developing a love of reading Storytimes Reading Area 'Hook' Books Secret Readers Class Reading Journal</p>	<p>To show a preference for a book, song, or rhyme. To engage in conversations about the books we are reading</p>	<p>To talk about events and characters in a story read to me. To join in with rhymes (World Nursery Rhyme Week) and stories. To fill in missing words from well-known rhymes (World Nursery Rhyme Week)</p>	<p>To show an interest and answer simple questions about a text. To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment (Little Wandle).</p>	<p>To demonstrate understanding when talking about what I have read in our chosen books. To repeat words or phrases to check my reading (Little Wandle).</p>	<p>To think about what I already know to help me with my reading. To say rhymes and poems by heart (Poetry Basket). To sometimes notice errors. To know that illustrations can help me make sense of my reading.</p>	<p>To demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and</p>



		To begin to re-read books to improve understanding (Little Wandle)				during role-play (Drawing Club and book of the week). I can anticipate key events in stories (Storytime/ Book of week/ Roving Reader/ Drawing Club)
Word Reading Daily Little Wandle lessons Daily phonics 'catch up' activity Weekly individual reading Incidental phonics throughout day	To handle books correctly and follow print left to right, top to bottom. To locate the title. To segment and blend words orally. To recognise words that rhyme.	To link some sounds to letters (LW) To begin to blend and segment in order to read vc and cvc words (LW) To read some Phase 2 words including some tricky words (LW).	To locate and recall the title (Book of week, Roving Reader and Storytime, LW). To read some common irregular words (Phase2/3). To link all sounds to letters (LW) To read simple words by blending sounds and check what I read makes sense and sounds right (LW).	To read and understand simple sentences (LW). To use phonic knowledge to read and decode regular words. To read all Phase 2 words. To read some of Phase 3 words.	To read phase 3 words and some phase 4 words (decodable and tricky). To read short phrases and sentences.	To say a sound for each letter in the alphabet and at least 10 digraphs (ELG). To read words consistent with my phonic knowledge by sound blending (ELG). To read a simple sentence
Writing Helicopter stories Squiggle for writing ITMP literacy sessions Half termly writing week	To begin to use a dominant hand To give meaning to marks and labels. To begin to write our own name To write initial sounds To use initial sounds to label Names. Labels. To write for a purpose in provision. Children begin to write simple words and captions; attempts at writing their own name, labels, simple words; can write or copy the words is, I, the	To write our own name To label our pictures/ storymaps (Stick man) To retell our own stories during Helicopter stories. To write a simple list (to Santa). To write tricky words such as I, me, my, like, to, the. Children can write simple words and labels using taught GPCs, include some tricky words; write their name, simple familiar phrases or captions;	To write simple captions (space pictures/ Daves Cave) etc To write lists (Daves Cave/ Cave Baby). Writing for a purpose in provision. Children begin to write phrases that include Phase 3 sounds; use tricky words; may write simple sentences or captions; attempt correctness of formation, spacing, basic punctuation	To create own story maps, writing captions and labels (Linked to key texts), To write short sentences to accompany story maps. Children write phrases or a simple sentence; greater accuracy with spelling and punctuation	To write for a purpose in provision using phonetically plausible attempts at words, beginning to use finger spaces. To form lower-case and capital letters correctly. To write simple animal descriptions in the form of short sentences Children write a simple sentence; use more complex words; some correct usage of suffixes; spelling of tricky and high-frequency words more accurate; punctuation more consistent	To write a sentence using a range of tricky words that are spelt correctly (within sunflower diary). To begin to use full stops, capital letters and finger spaces in our sentences. To label and caption pictures of Plants To write a sentence about our trip to Nell Bank By end of Reception, children will write a sentence using taught GPCs; write tricky words correctly; apply spacing, punctuation and letter formation to all writing; ready for Year 1 expectations
Handwriting - Letterjoin	• Focus on gross and fine motor development (air-writing, tracing patterns on tablets/IWBs).	• Begin letter formation • l, i, t, u,w,e, c, o, a,d, n, m, h	• Continue letter formation • J, y, g, q, g, b, p, k,v, s, r, f, x, z	• Practise and revise all taught letters	• Practise and revise all taught letters • Apply to all words written	• Practise and revise all taught letters • Apply to simple sentences



	<ul style="list-style-type: none"> Introduce pre-writing patterns (waves, loops, zigzags) using Letter-join animations. Teach correct pencil grip, posture, and paper position. 					
Helicopter Stories	<p>Helicopter Stories</p> <p>Marvellous Me Focus: Introducing Helicopter Stories Goal: Children understand the process (dictate → act out). Activities: Model simple stories (1–2 sentences). Encourage stories about themselves (e.g., “I went to the park”). Skills: Speaking in full sentences, basic sequencing (beginning).</p>	<p>Helicopter Stories</p> <p>Celebrations Focus: Expanding ideas Goal: Add characters and events. Activities: Prompt with festive themes (birthday, fireworks). Encourage “and then…” to extend stories. Skills: Beginning and middle structure, using descriptive words.</p>	<p>Helicopter Stories</p> <p>Explorers Focus: Adventure and imagination Goal: Introduce settings and problems. Activities: Use props/maps to inspire stories. Encourage “problem and solution” (e.g., lost treasure). Skills: Sequencing events, using positional language.</p>	<p>Helicopter Stories</p> <p>Once Upon a Time Focus: Narrative structure Goal: Beginning, middle, and end. Activities: Retell traditional tales in own words. Invent new endings or characters. Skills: Story language (“Once upon a time”, “The end”).</p>	<p>Helicopter Stories</p> <p>Animal Magic Focus: Character development Goal: Add feelings and dialogue. Activities: Stories about animals Encourage “said” in dictation. Skills: Emotional vocabulary, dialogue.</p>	<p>Helicopter Stories</p> <p>The Great Outdoors Focus: Independence and creativity Goal: Children create longer, imaginative stories independently. Activities: Open-ended prompts (magic garden, adventure picnic). Encourage multiple characters and settings. Skills: Cohesion, sequencing, descriptive language.</p>
Poetry – Poetry Basket	<p>Leaves are falling 5 Little Pumpkins Falling Apples</p>	<p>Breezy weather Who has seen the wind? I can build a Snowman</p>	<p>Let’s put our mittens Pancakes</p>	<p>Spring Wind A little seed A little bluebird</p>	<p>Dance A little shell Stepping Stones</p>	<p>The Fox Monkey Babies Five little owls</p>
Maths	<p>Autumn 1 – What makes me a me? Amazing Autumn</p>	<p>Autumn 2 How do people celebrate? Wonderful Winter</p>	<p>Spring 1 Where will we explore today? Super Spring</p>	<p>Spring 2 What makes a story amazing? Super Spring</p>	<p>Summer 1 Where in the world do animals live? Sizzling Summer</p>	<p>Summer 2 What makes our world amazing? Sizzling Summer</p>
WRM enhanced with NCETM	<p>Getting to know you It’s me</p> <p>Match, sort and compare Talk about measure and pattern 1,2,3 Match objects and pictures Identify a set</p> <p>Compare size, mass and capacity Find 1,2,3</p>	<p>2D shapes 1,2,3,4,5</p> <p>Circles and triangles Shapes in the environment Describe position</p> <p>Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more</p>	<p>Alive in 5 Mass and capacity Growing 6,7,8</p> <p>Introduce zero Find 0 – 5 Subitise 0 – 5 Represent 0 – 5 1 more</p> <p>Compare mass Compare capacity Explore capacity</p>	<p>Length, height and time Building 9 and 10 Explore 3D shapes</p> <p>Explore length Compare length Explore height Compare height Talk about time</p> <p>Find 9 and 10 Represent 9 and 10</p>	<p>To 20 and beyond How many now Manipulate, compose and decompose</p> <p>Build numbers beyond 10 Continue numbers beyond 10 Build numbers beyond 10 Continue numbers beyond 10 Verbal counting beyond 10 Verbal counting patterns</p>	<p>Sharing and grouping Visualise, build and map Make connections Consolidation</p> <p>Explore sharing Explore grouping Even and odd sharing Play with and build doubles</p> <p>Identify units of repeating patterns Create own pattern rules</p>



	<p>Subitise 1,2,3 Represent 1,2,3</p> <p>NCETM Subitise within 3 have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song To have opportunities to develop an understanding that anything can be counted, including actions and sounds To have opportunities to develop an understanding that anything can be counted, including actions and sounds</p> <p>To see that all numbers can be made of 1s To use the language of comparison, including 'more than' and 'fewer than'</p>	<p>Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment Day and night</p> <p>NCETM subitise within 5, perceptually and conceptually, depending on the arrangements. To begin to count beyond 5 To begin to recognise numerals, relating these to quantities they can subitise and count. To explore the composition of numbers within 5 compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p>	<p>Find a balance</p> <p>Find 6,7,8 Represent 6,7,8 1 more 1 less</p> <p>NCETM To increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements To continue to develop verbal counting to 20 and beyond To continue to develop object counting skills, using a range of strategies to develop accuracy To explore the composition of 6, linking this to familiar patterns, including symmetrical patterns To begin to see that numbers within 10 can be composed of '5 and a bit'. To continue to compare sets using the language of comparison, and play games which involve comparing sets</p>	<p>Subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts and 3 parts) Make arrangements to 10 Doubles to 10 Explore odd and even</p> <p>Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p> <p>NCETM To explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. To become more familiar with the counting pattern beyond 20. To explore the composition of odd and even numbers, looking at the 'shape' of these numbers To compare numbers, reasoning about which is more, using both an understanding of the</p>	<p>Add more How many did I add? Take away How many did I take away?</p> <p>Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape arrangements Copy 2D shapes within 3D shapes</p> <p>NCETM To subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 To be encouraged to identify when it is appropriate to count and when groups can be subitised To continue to develop confidence and accuracy in both verbal and object counting. To explore the composition of 10. To order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>Explore own pattern rules Replicate and build scenes and construction Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Deepen understanding Patterns and relationships</p> <p>NCETM Consolidation of skills from previous half term</p>
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				'howmanyness' of a number, and its position in the number system.		
Understanding the World	Autumn 1 – What makes me a me? Amazing Autumn	Autumn 2 How do people celebrate? Wonderful Winter	Spring 1 Where will we explore today? Super Spring	Spring 2 What makes a story amazing? Super Spring	Summer 1 Where in the world do animals live? Sizzling Summer	Summer 2 What makes our world amazing? Sizzling Summer
Linked Adel EYFS Curriculum Goal	<ul style="list-style-type: none"> I can explore and share the cultural and religious celebrations of the children in our school. I can talk about how I can help to look after our school and the wider environment. I can explore the conservation area and our 'Adventure Island' and talk about the seasonal changes that I see 					
	<p>To explore each of our senses.</p> <p>To go on a Welly walk into Conservation area to look at Autumn – using senses to explore. C</p> <p>To create an autumn collection.</p> <p>To introduce daily weather chart.</p> <p>To talk about similarities and differences between us now and as a baby.</p> <p>To look at family pictures – talk about our own families. Look at how each family is special.</p>	<p>Celebrations – birthdays, Christmas, bonfire night, Diwali. To explore places of worship for Christians and Sikh temple and understand that these places are special to people(RE).</p> <p>To explore Remembrance Day.</p> <p>To go on a Winter welly walk – look at seasonal changes and explore the natural world around us</p> <p>Record weather on large weather chart -what do we notice each month?</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Diwali).</p> <p>Begin to describe what they see, hear and feel whilst outside.</p>	<p>To explore the past through Cave baby and compare and contrast characters from the past</p> <p>To use cave baby and Daves Cave to explore differences between homes then and now</p> <p>Space adventures.</p> <p>Welly Walk – look at seasonal changes.</p>	<p>To explore what makes the strongest house (Three Little Pigs)</p> <p>To plant beans to create our own beanstalk and understand what they will need to help them to grow (Jack and the Beanstalk)</p> <p>To explore what makes the best mattress for the princess? (Princess and the Pea)</p> <p>To go on a Welly walk – explore seasonal changes and describe what they see, hear and feel when outside</p>	<p>To go on a Welly walk and explore seasonal changes and the natural world around them</p> <p>To explore the differing habitats of animals (jungle and Polar regions).</p> <p>To understand the Lifecycle of chicks.</p> <p>To explore the growth of chicks from egg to chick.</p> <p>To create maps of farm from what ladybird heard.</p> <p>To explore the polar regions and the animals who live there and understand that those areas are different to where we live</p>	<p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Focusing on Jamaica and here – food, weather, landscape</p> <p>To go on a Welly walk – explore seasonal changes.</p> <p>To draw information from maps of school/ local area.</p> <p>To compare images of Adel now and in the past – what do we notice?</p>
RE	Which Places are Special to Members of Our Community? How do People Celebrate Special Times?		Which Places are Special to Members of Our Community? How do People Celebrate Special Times?		Who Belongs in My Family and Community? How do People Celebrate Special Times?	How do we Understand and Care for the World?



Computing	Using mouse Kapow Using a computer - Lesson 3, 4 and 5	Using mouse Kapow Programming – all about instructions lesson 1-5	Using keyboard Kapow – Exploring hardware lesson 1-5	Using keyboard Kapow – Programming Beebots	Turning on and logging on Kapow- Introduction to data – lesson 1-5	Turning on and logging on
Expressive Arts and Design	Autumn 1 – What makes me a me? Amazing Autumn	Autumn 2 How do people celebrate? Wonderful Winter	Spring 1 Where will we explore today? Super Spring	Spring 2 What makes a story amazing? Super Spring	Summer 1 Where in the world do animals live? Sizzling Summer	Summer 2 What makes our world amazing? Sizzling Summer
Linked Adel EYFS Curriculum Goal	<ul style="list-style-type: none"> I can use the classroom resources independently and safely I can work with my friends to achieve a shared aim. 					
<p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p> <p>Movement play area outside to respond to music with movement.</p> <p>Thursday pm music time – listen to a new piece of music and respond through drawing and movement.</p>	<p>To explore sounds and how they can be changed, tapping out of simple rhythms.</p> <p>To draw a self-portrait (enclosing lines): draw definite features.</p> <p>To explore materials and create autumnal collage pictures.</p> <p>To develop drama conventions and storytelling through Helicopter Stories.</p> <p>To take part in simple pretend play, using an object to represent something else even though they are not similar in our role play areas indoors and out</p> <p>To explore different materials freely, to develop their ideas about how to use them and what to make in our creative area</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To remember and sing entire songs during class singing sessions and in Charanga.</p>	<p>To listen to music and make their own dances in response in our outdoor movement area</p> <p>To teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue to promote independence in our Creative area</p> <p>To sing in a group or on their own - Christmas Songs.</p> <p>To begin to explore, use and refine a variety of artistic effects to express their ideas and feelings whilst making firework pictures (splatter, drip, blow).</p> <p>To listen attentively to music and think about what it makes us think of and feel (Charanga and music appreciation)</p> <p>To begin to explore and engage in music making and dance, performing solo or in groups in our outdoor movement area and for our Christmas show.</p>	<p>To begin to explore, use and refine a variety of artistic effects to express their ideas and feelings whilst making planets using art materials.</p> <p>To learn new songs.</p> <p>Based on space</p> <p>To work collaboratively to build large scale rockets.</p> <p>To develop storylines in role play inspired by Daves Cave and Space</p> <p>Listen and respond verbally and through movement to 'The Planets' by Holst.</p> <p>To explore other countries (China) – listening to music from different countries, exploring dance of different countries.</p>	<p>To build on their previous learning of joining and creating pieces, as they make boxcraft models of castles</p> <p>Explore, use and refine a variety of artistic effects as they paint portraits of key characters</p> <p>Develop storylines in role play in castle area.</p>	<p>Drama conventions through Helicopter Stories.</p> <p>To recognise, create, and describe pattern: tiger skin.</p> <p>To make different textures; make patterns using different colours.</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody – animal songs</p> <p>To explore and engage in music making and dance, performing solo or in groups – Charanga and movemnet area outdoors</p>	<p>To refine artistic effect as they craete pastel drawings of plants and flowers</p> <p>To explore the work of famous artists linked to theme-Sun flowers (Van Gogh).</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function by building our won mini adel through junk modelling and exploration of maps to see what we need to include</p> <p>To create our own movement in response to music in our outdoor movement area</p>



**EYFS Early Learning Goals – End of Year.
Best fit Judgement.**

Communication and Language	Physical Development	Personal, Social, Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>ELG: Listening, Attention and Understanding 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.</p> <p>ELG: Speaking 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, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their</p>	<p>ELG: Gross Motor Skills 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.</p> <p>ELG: Fine Motor Skills 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.</p>	<p>ELG: Self-Regulation 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.</p> <p>ELG: Managing Self 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.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns 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.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</p>



experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		Show sensitivity to their own and to others' needs.	representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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KEY	
	Highlighted text indicates foundational knowledge.