Early Years Curriculum Overview 2022	Autumn 1 **Main concept:** identity **Continuous concepts:** chronology, significant, similarities and differences **Is everybody unique?** What makes me unique?	Autumn 2 **Main concept:** difference **Continuous concepts:** similarities, differences, community, values, morality **Can we be the same and also have differences?** Is everybody different? Is it okay to be different?	Spring 1 **Main concept:** choices: Morality, values **What is choice?** Do you want to play with lots of people or one special friend? How do I make a really hard choice? If we can choose, why are there somethings I have to do? Can I choose how I feel?	Spring 2 **Main concept:** change & growth **Continuous concepts:** working scientifically, cause and effect **When we grow do we change?** Do all things grow? Why do we grow up/ why do we change? Do some things stay the same when we grow? Why can't I stay the same? Will I be the same person when I grow up or a different one?	Summer 1 **Main concept:** Life & nature **Continuous concepts:** morality, values, community **What will our world look like if….?** What does life look like?	Summer 2 **Main concept:** Exploration **Continuous concepts:** Location, place, chronology **What similarities and differences do you notice between…?**
Key Text	**Colour Monster –** Colour Monster starts school **Rainbow Fish** – Elmer Poetry and nursery Rhymes Hand on the bridge by Michael Rosen	In every house and on every street – **The three little pigs, Homes around the world,** houses and homes Dipal's Diwali The Christmas Story Poetry and nursery Rhymes	**Goldilocks and the Three bears** **Shakespeare** Little Glow – link with Chinese New Year Poetry and nursery Rhymes	**Jack & the beanstalk** Little Red Hen **Megs eggs** Poetry and nursery Rhymes	**A Planet Full of Plastic** **Somebody Swallowed Stanley** Minibeast texts by Eric Carle and Julia Donaldson	**Handa's surprise** **The Great Explorer** **Peepo** Shirley Hughes
Communication and Language	**Intent** To become a **Confident Communicator** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
	Educational Programme The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults					

	and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
	<u>Listening, Attention and Understanding</u> - To understand how to listen carefully and wait my turn to speak - To learn and use new vocabulary e.g. unique, identity, difference, similarities, equal, school, community, classroom, corridor, dinner hall, library, playground, family, mum, dad, brother, sister, grandad, grandma, house, flat, bungalow, terraced house, window, door, roof, chimney, garden, fence, wall, Diwali, celebrate, gathering, party, fireworks, traditions, festivals, special - To understand what a question is and begin to answer who, what, where and why questions <u>Speaking</u> - To think of my own ideas and begin to put them into a spoken sentence. - To begin to connect ideas. - To describe familiar events. - To respond to social phrases. - To sit still and listen in story times.	<u>Listening, Attention and Understanding</u> - To understand how and why I need to listen carefully and when to respond in a conversation - To learn and use new vocabulary throughout the day and in different context e.g. choice, good, bad, evil, responsibility, change, growth, similarities, differences - To ask questions to find out more and to check I understand what has been said to me. <u>Speaking</u> - To put my ideas and thoughts into a spoken sentence. - To connect one idea or action to another using a range of conjunctions for example 'because' and 'and' to explain my learning e.g. why something might happen. - To describe events in some detail. - To develop social phrases.	<u>ELG: Listening, Attention and Understanding</u> - To listen attentively and respond to what I hear with relevant questions, comments and actions when I'm read to and during whole class discussions and small group interactions; - To make comments about what I have heard and ask questions to clarify my understanding; - To hold conversation when engaged in back-and-forth exchanges with my teacher and peers. <u>ELG: Speaking</u> - To participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary; - To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - To express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of

	- To retell the story using words and repeated phrases from the story. -To listen carefully to rhymes and songs, paying attention to how they sound. - To listen to non-fiction books. **Computing:** **To connect:** To contribute my ideas to our class webpage and twitter.	- To listen to and talk about stories to build familiarity and understanding. - To retell the story in some of my own words. - To learn rhymes, poems and songs. - To listen to and talk about selected non-fiction to develop my new knowledge and vocabulary. **Computing:** **To connect:** To contribute my ideas to our class webpage and twitter.	conjunctions, with modelling and support from my teacher. **Computing:** **To connect:** To contribute my ideas to our class webpage and twitter.
Personal Social and Emotional Development	**Intent** To become an **Independent Individual** who can follow the *'Ellison Rights and Responsibilities'*, therefore *'developing independent learning in a caring environment'*. To set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a **Fantastic Friend** who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.		
	Educational Programme Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
	Self-Regulation - To know and talk about different feelings that I feel. -To know my strengths and next steps (a goal). -To listen to others whilst I play and learn. -To follow an instruction.	**Self-Regulation** - To know and talk about how others might be feeling. -To begin to develop ways to manage my feelings. -To wait for what I want and not give up. -To respond to others whilst I play and learn.	**ELG: Self-Regulation** - To show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly;

	-To follow multi-step instructions.		- To set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate; - To 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.
	Managing Self -To be happy to try new activities. -To know that we have school rules and rules to follow in life. -To ask for help when getting dressed. _ To manage my own toileting needs.	**Managing Self** -To show confidence and independence when trying new learning activities. -To begin to develop strategies to be resilient and persevere in the face of challenge. -To decide on rules that we should follow and begin to follow them. -To begin to understand the difference between right and wrong. -To become more independent when dressing and undressing. -To manage my own basic hygiene and personal needs. -To begin to understand what healthy choices are.	**ELG: Managing Self** - To be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - To explain the reasons for rules, know right from wrong and try to behave accordingly; - To manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Computing: **To connect:** To tell an adult when I see something unexpected or worrying online and press Hector. To talk about why it's important to be kind and polite. To agree and follow sensible e-Safety rules.	**Computing:** **To connect:** To tell an adult when I see something unexpected or worrying online and press Hector. To talk about why it's important to be kind and polite. To agree and follow sensible e-Safety rules.	**Computing:** **To connect:** To know to keep my password private. To begin to know what personal information is. To tell an adult when I see something unexpected or worrying online and press Hector. To talk about why it's important to be kind and polite. To agree and follow sensible e-Safety rules.
	Building Relationships -To play alongside others. -To begin to understand how to be a friend.	**Building Relationships** -To share and turn take with others during work and play.	**ELG: Building Relationships** - To work and play cooperatively and take turns with others;

<table>
<tr><td></td><td>-To understand and identify my needs.

Sandwell: A1: All about me
Jigsaw: A1: Being me in my world A2: Celebrating difference</td><td>- To understand and talk about friendships and other relationships.
-To understand and identify others' needs.
-To begin to resolve conflicts and accept others' opinions, ideas and needs.

Sandwell: Sp1 Resilience and coping
Jigsaw: Sp1 Dreams and goals, Sp2 Healthy Me</td><td>- To form positive attachments to adults and friendships with peers;
- To show sensitivity to my own and to others' needs.

Sandwell: S1 Being the best me I can be
Jigsaw: S1 Relationships, S2 Changing me</td></tr>
<tr><td rowspan="4">Physical Development</td><td colspan="3">Intent
To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.
To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</td></tr>
<tr><td colspan="3">Educational Programme
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</td></tr>
<tr><td>Gross Motor Skills
To balance an object using different parts of the body.
To balance while moving and carrying, especially up and down on different levels.
To negotiate space while moving around and using the balance bikes.
To begin to run with confidence and spatial awareness.</td><td>Gross Motor Skills
To revise and refine the movement and ball skills.

To continue to develop the previously learned skills to:
- become more fluent,
- develop control and grace when moving.
- develop overall body strength,
- develop co-ordination
-develop balance</td><td>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.</td></tr>
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	To revise and refine the movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To begin to understand directional language e.g. forwards, backwards, turn, in front, below, above, on top, underneath, next to, right, left etc. To develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming. To practise *scrimbling skills.* To develop upper arm and shoulder strength so that I don't move my shoulders when I move my hands and fingers. To move and rotate my lower arms and wrists independently. To use and develop my core muscles to help me to sit correctly at the table and on the floor. **Fine Motor Skills** To practise *scrimbling skills.* To practise and refine fine motor skills by threading, sewing, pouring, stirring, dancing with scarves (scrimbling), using spray bottles, dressing and undressing dolls, planting, playing with small items, making models, *dough disco* etc. To develop my pencil grip (following grip progression). To develop the correct hold for a range of tools including scissors, paint brushes, tweezers and cutlery, To develop my handwriting and letter formation. *(The Highland Literacy: Pencil control Skills Toolkit)*	To practise *scrimbling skills.* **Fine Motor Skills** To practise *scrimbling skills.* To continue to practise and refine fine motor skills. To continue to develop my pencil grip (following grip progression). To continue to develop the correct hold for a range of tools including scissors, paint brushes, tweezers and cutlery, To continue develop my handwriting and letter formation. *(The Highland Literacy: Pencil control Skills Toolkit)*	**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.

<table>
<tr><td rowspan="3">Literacy</td><td colspan="3">Intent
To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).
To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</td></tr>
<tr><td colspan="3">Educational Programme
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</td></tr>
<tr><td>Comprehension
-To listen to and enjoy sharing a range of books.
-To hold a book correctly and with care.
-To know that a book has a beginning and an end.
-To hold the book the right way up and turn some pages appropriately.
-To know that text in English is read top to bottom and left to right.
-To know the difference between text and illustrations.
- To recognise some familiar words in print, e.g., my own name or advertising logos.
-To enjoy joining in with rhyme, songs and poems.
- To explain what is happening in a picture in a familiar story.
-To complete a repeated refrain in a familiar rhyme, story or poem being read aloud.
- To experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</td><td>Comprehension
-To make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.
- To show understanding of some words and phrases in a story that is read aloud to them.
-To express a preference for a book, song or rhyme, from a limited selection (<u>book vote).</u>
To begin to give a simple opinion on a book they have read, when prompted.
- To develop play, role play and <u>helicopter stories</u> influenced by experience of books.
- To retell stories in the correct sequence, draw on language patterns of stories.
- With prompting, show understanding of many common words and phrases in a story that is read aloud to them.
- To suggest how an unfamiliar story read aloud to them might end.</td><td>Comprehension
- To correctly sequence a story or events.
- To know the difference between different types of texts (fiction, non-fiction, poetry).
- To give reasons for your ideas, inferences and opinions.
ELG:
- 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.</td></tr>
</table>

	To respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. To make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. To sequence simple events from a familiar story, using puppets, pictures from book or role-play. **Word Reading & Phonics** *Phonics:* 2 Weeks: Phase 1 supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. - To read individual letters by saying the sounds for them. -To blend sounds into words. - To segment. -To read a few common exception words (see phonics long term plan). 5 weeks: Phase 2 7 weeks: Phase 3 **Writing** **Handwriting:** **See physical development** To practise *scrimbling skills.* To develop my pencil grip (following grip progression).	**Word Reading & Phonics** *Phonics:* - To read individual letters by saying the sounds for them. -To blend sounds into words. - To segment. -To read a few common exception words (see phonics long term plan). - To begin to read aloud simple sentences. Revisit Phase 2 and 3 as appropriate 5 weeks Phase 4 **Writing** **Handwriting:** **See physical development** To practise *scrimbling skills.* To develop my pencil grip (following grip progression).	**Word Reading** *Phonics:* Children spend time mastering their skills, time for deeper learning applying all sounds and Tricky Troll Words independently. **ELG:** - 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 representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

	To develop my handwriting and letter formation. *(The Highland Literacy: Pencil control Skills Toolkit)* **Spelling** To know which letter represents each sound (grapheme phoneme correspondence). To hear initial sounds in words. To hear initial, middle and end sounds in words. To write all the sounds I hear. To orally say sentences. To learn to touch type. **Emergent writing:** To be aware that writing communicates meaning. To give meaning to marks I make. To understand that thoughts can be written down. To write my name copying it from a name card or try to write it from memory. To begin to use some recognisable letters especially initial sounds. **Composition:** To use talk to describe events, experiences or stories. Teacher to model re-reading written sentences to check they make sense.	To develop my handwriting and letter formation. *(The Highland Literacy: Pencil control Skills Toolkit)* To recognise that after a word there is a space. To write from left to right, top to bottom. **Spelling** To know which letter represents each sound (grapheme phoneme correspondence). To hear initial, middle and end sounds in words. To write all the sounds I hear. To begin to identify tricky parts in common exception words. To learn to touch type. **Emergent writing:** To use some recognisable letters especially initial sounds. To build words using phonics knowledge. **Composition:** To write short phrases/sentences matched to my phonics dictated. To orally say sentences aloud and hold it in memory. To begin to attempt to write own sentence. To know to re-read sentences to check they make sense.	**Emergent writing:** To show awareness of the different audience for writing. To write short sentences using a capital letter and full stop. **Composition:** To write a simple narrative in short sentences using a capital letter and full stop. To write different text forms for different purposes (e.g. lists, stories, instructions). To begin to discuss features of my own writing. To learn to touch type.

<table>
<tr><td>Mathematics</td><td colspan="3">Intent
To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</td></tr>
<tr><td></td><td colspan="3">Educational Programme
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</td></tr>
<tr><td></td><td>AI – baseline also taking place
Cardinality and counting (6 weeks)
relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set.
develop knowledge of the counting sequence, including through rhyme and song.
develop 1:1 correspondence, including by coordinating movement and counting.
understand that anything can be counted, including actions and sounds.
explore a range of strategies which support accurate counting.
Revisiting subitising…
subitise within 3.
identify sub groups from larger groups.
create patterns for numbers within 4.</td><td>Spr1
Composition (6 weeks) – Numbers to 5, then to 10.
Part whole of numbers/and bar model.
Identify smaller numbers within the numbers.
Part whole/bar model in different ways including part-part-part-whole etc.
see that all numbers can be made of 1s
compose their own collections within 4.
explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot
explore the composition of numbers within 5 and then 6 (linking to familiar patterns & symmetrical patterns).
Recall 'missing' or hidden parts for 5 (part-whole).</td><td>Sum1

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape/space (6 weeks)
Developing language of shape.
Rotate/manipulate shapes,
Spatial awareness.
Awareness of properties of shapes
Relationships between shapes.
Capacity – link with comparing (number ELG)

Sum2
Measure (6 weeks)
Mass/capacity/weight/time (duration).
Comparing.
Estimating/predicting.</td></tr>
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	• Use fingers/objects/sounds to represent quantities **CPA process to be used throughout.** *Number lines, multilink.* A2 **Comparison (7 weeks)** **More than/less than, identifying groups, comparing numbers, reasoning, relationship between numbers.** **CPA process to be used throughout.** *Number lines, part-whole.* • understand that sets can be compared according to a range of attributes, including by their numerosity. • use the language of comparison, including 'more than' and 'fewer than'. • compare sets 'just by looking'. • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. *Re-visiting cardinality and counting…* • continue to develop their counting skills	• Begin to see numbers within 10 composed of '5 and a bit'. *Revisiting cardinality and counting…* • continue to develop verbal counting to 20 and beyond. • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10. • order numbers, linking cardinal and ordinal representations of number. Spr2 **Inverse operations (using bar model & part-whole).** *Revisiting comparison…* • compare numbers, reasoning about which is more, using both an understanding of the 'how-many-ness' of a number, and its position in the number system. • compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal. **Pattern (4 weeks)** **Basic pattern (ABAB)** **Identify and explain the patterns.** **ABBCABB…continue mid pattern.** **Spotting errors.** *Re-visiting cardinality and counting…* • count beyond 10.	• Comparing indirectly e.g. desk/elephant. • Non-standard measure (but needs to be consistent) **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.

	• explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count.	**Composition (2 weeks) (to recap at the end of Spr2** (continuing on from Spr1) • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10.	
Mastery Maths	**Subitising A1** • perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds. **Subitising A2** • continue from first half-term • subitise within 5, perceptually and conceptually, depending on the arrangements. **Cardinality, ordinality and counting A1** • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song	**Subitising Sp1** • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. **Subitising Sp2** • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. **Cardinality, ordinality and counting Sp1** • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy	**Subitising Sum1** • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. **Cardinality, ordinality and counting Sum1** • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. **Composition Sum1**

	• have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. **Cardinality, ordinality and counting A2** • continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count. **Composition A1** • see that all numbers can be made of 1s • compose their own collections within 4. **Composition A2** • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5. **Comparison A1** • understand that sets can be compared according to a range of attributes, including by their numerosity	• continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number. **Cardinality, ordinality and counting Sp2** • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. **Composition Sp1** • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. **Composition Sp2** • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. **Comparison Sp1** • continue to compare sets using the language of comparison, and play games which involve comparing sets	• explore the composition of 10. **Comparison Sum1** • order sets of objects, linking this to their understanding of the ordinal number system. **Sum2** 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.

	• use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'. **Comparison A2** • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	• continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal. **Comparison Sp2** • compare numbers, reasoning about which is more, using both an understanding of the 'how-many-ness' of a number, and its position in the number system.	
Understanding the World	**Intent** To become an **Exceptional Explorer** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a **Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Wolstanton is special, have an awareness of other people's cultures and beliefs.		
	Educational Programme Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
	Concepts: Identify and Difference **Past and Present** To begin to make sense of my own life story and family history which makes my identity. To find out through questioning and talk about my family. To compare changes in my life, my family's life, in school, in the local community of Wolstanton.	Concepts: Choices and Changes and Growth **Past and Present** To use vocabulary linked to time: past, last year/month/week, yesterday, before, tomorrow, next etc. and comment on changes. To continue to keep a class timeline of our time in Reception. To represent my day on a simple timeline. To represent my life on a personal timeline.	Concepts: Life and Nature and Exploration **ELG: Past and Present** - To talk about the lives of the people around me and their roles in society; - To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class; - To understand the past through settings, characters and events encountered in books read in

	To use vocabulary linked to time: past, last year/month/week, yesterday, before, tomorrow, next etc. To keep a class timeline of our time in Reception. To find out about past events and why we celebrate today: Remembrance Day, Christmas Day/Christmas around the world, Diwali, Bonfire night etc. To describe images of familiar situations in the past using books and begin to compare and contrast similarities and differences e.g. In homes, schools and transport. **People, Culture and Communities** To find out and talk about the different jobs that people in my family have. To find out and talk about my community. To name and describe familiar people within the community, such as nurses, teachers, hairdressers, post office staff etc. To continue to develop positive attitudes about the differences between people. To begin to know that there are different countries in the world and talk about differences they have seen or experienced. To find out about different homes across the world. To find out about past events and why we celebrate today: Remembrance Day, Christmas Day/Christmas around the world, Diwali, Bonfire night etc. **The Natural World** To talk about what I see in the natural world using hands on exploration.	To talk about and understand changes in my own lifetime. To describe images of familiar situations in the past using books and begin to compare and contrast similarities and differences link to experiences with these situations e.g. choices. **People, Culture and Communities** To understand the value of being curious and interested in finding out about people within my own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. To begin to understand that some places are special to members of my community. To begin to recognise that people have different beliefs and celebrate special times in different ways. To begin to recognise some similarities and differences between life in this country and life in other countries. To begin to recognise some environments that are different to the one in which I live. **The Natural World** To explore natural processes such as ice melting, a sound causing a vibration, light travelling through	class and storytelling. ('Peepo' 'Shirley Hughes stories'). **ELG: People, Culture and Communities** - To describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - To know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class; - To 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**

	To explore natural processes such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. To find out and comment about our school by looking at maps. To find out and comment about our local area of Wolstanton by looking at maps. To explore different materials and textures. To explore how things work. To explore change in seasons from Autumn to Winter. To know characteristics of the different seasons. To talk about different materials and changes I notice. **Computing:** **To code:** To know how to operate simple equipment. **Computing:** **To communicate:** To use technology to find out about Wolstanton.	transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. To plant seeds and care for them. To understand key features of life cycles of a plant and animal. To understand the need to respect and care for the natural environments and living things. To explore and talk about different forces they feel. To talk about different materials and changes they notice To explore change in seasons. To know characteristics of the different seasons. **Computing:** **To code:** To program a Beebot, a friend or using the small world using directional language. To make choices to debug an algorithm. **Computing:** **To communicate:** To use technology to find out about changes and growth.	- To explore the natural world around me, making observations and drawing pictures of animals and plants; - To know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class; (Draw information from a simple map and identify landmarks of our local area walk and compare with a different locality). - To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **Computing:** **To code:** To program a Beebot, a friend or using the small world using directional language. To make choices to debug an algorithm. **Computing:** **To communicate:** To use technology to find out information. To recognise the ways we use technology in our classroom, home and community.
Expressive Arts and Design	**Intent** To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a **Proud Performer** who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.		

	Educational Programme The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
	Creating with Materials -To explore colour and how colours can be changed. - To begin to understand how to use a variety of materials, tools and techniques safely. - To represent objects using line to enclose a space and create shapes. - To show interest and begin to describe textures using their senses. - To begin to select own materials, tools and techniques for a purpose. - To use various construction materials to construct with a purpose in mind. - To work with others, sharing ideas. _ To talk about what you have made and how you have created it. - To make use of given props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** - To develop storylines in pretend play with support and modelling if required. - To begin to invent stories through *helicopter stories.* -To begin to recount well-known stories.	**Creating with Materials** - To develop colour-mixing techniques to match the colours to what you see or want to represent. - To build on different techniques for joining materials and begin to talk about why you have chosen that technique, material or tool. - To build on previous learning by adapting ideas. - To create collaboratively, sharing ideas, resources and skills. _ To discuss any challenges and how you fixed them or changed your creation or process. - To decide which props or materials are needed when role playing characters in narratives and stories and use previous learning to begin to create these. **Being Imaginative and Expressive** - To build upon previous learning when creating (inventing) *helicopter stories* or during pretend play. - To adapt and recount narratives and stories.	**ELG: Creating with Materials** - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - To share my creations, explaining the process I have used; - To make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** - To invent, adapt and recount narratives and stories with my peers and my teacher;

	- To sing well-known nursery rhymes and songs as a group. -To begin to match pitch and follow the melody. - To notice a steady beat and begin to keep the beat. - To tap rhythms e.g. the syllables of my name. - To talk about the different music my family and I like to listen to. - To listen attentively to different kinds of music linked to our concepts identity and difference, including music from across the globe, traditional and folk music from Britain. - To watch and talk about dance and performance art (linked to outdoor theatre and music stage). - To join in and begin to copy dances such as pop songs and traditional dances from around the world. *Charanga songs:* A1 Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers A2 I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult	-To build upon previous learning linked to pitch, melody, beat, rhythm. - To listen to music with a pulse and begin to move in time, responding to changes. -To begin to create my own music with instruments. - To continue to listen attentively to different kinds of music linked to our concepts identity and difference, including music from across the globe, traditional and folk music from Britain. -To discuss changes and patterns as a piece of music develops. To continue to join in and copy dances such as pop songs and traditional dances from around the world e.g. linked to Chinese New Year. *Charanga Songs:* Sp1 Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Sp2 Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat	- To sing a range of well-known nursery rhymes and songs; To perform songs, rhymes, poems and stories with others, and – when appropriate -To try to move in time with music. *Charanga Songs Reflect, Rewind & Replay:* Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat

	The ABC Song **Great Artist**: Picasso How did Picasso use colour to communicate his identity?	The Wheels on The Bus The Hokey Cokey **Great Artist:** Henri Matisse: How did Henri Matisse use shape to explore the changes in nature?	**Great Artist:** Paul Klee: How did Paul Klee use pattern to explore a sense of place?