



EYFS Sequenced Curriculum 2023 – 2024

EYFS: Reception
EYFS Framework

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	Me and My Family	Let's Explore Outside	Wonderful Water	Amazing Animals	Life Cycles	Journeys / Transport
Planning around a quality text:	 	 	 	 	 	 
Linked texts <i>Non-fiction</i> <i>Fairy Tales</i>	<ul style="list-style-type: none"> ○ Amazing – Steve Antony ○ We All Have Different Families - Melissa Higgins ○ Cats – Big Cat Collins 	<ul style="list-style-type: none"> ○ Autumn - Thinking about the Seasons – Claire Collinson ○ The Owl Who Was Afraid of the Dark – Jill Tomlinson 	<ul style="list-style-type: none"> ○ All Things Penguins for Kids – Animal Reads ○ W for Whale – Livy Gosling 	<ul style="list-style-type: none"> ○ Air Miles – John Burningham ○ Goldilocks and the Three Bears ○ The Solar System – Jill McDonald 	<ul style="list-style-type: none"> ○ A Bean's Life – Nancy Dickmann ○ Jack and the Beanstalk ○ A Butterfly's Life Cycle – Mary R Dunn ○ Things with Wings 	<ul style="list-style-type: none"> ○ Charlie's Superhero Underpants - Paul Bright ○ Emergency – Margaret Mayo ○ Firefighter – Rachel Blount
Trips/Visitors Enrichments	Visitors / videos: <ul style="list-style-type: none"> ○ Lolly pop person & school cook ○ Grandparents 	Visitors / videos: <ul style="list-style-type: none"> ○ Site manager 	Visitors / videos: <ul style="list-style-type: none"> ○ Fisherman (video) 	Visitors / videos: <ul style="list-style-type: none"> ○ Pilot 	Visitors / videos: <ul style="list-style-type: none"> ○ Planting ○ Caterpillars 	Visitors / videos: <ul style="list-style-type: none"> ○ Visiting theatre – fairy tales ○ Fire service

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

Autumn	Spring	Summer
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ <i>Understand a question or instruction that has two parts</i> <ul style="list-style-type: none"> ⇒ Daily routines e.g. tidy up time, challenges... <i>instruction</i> ▪ <i>Understand 'why' questions</i> <ul style="list-style-type: none"> ⇒ Why do you think he/she feels...? ▪ Understand how to listen carefully and why listening is important ▪ Learn new vocabulary linked to daily routine / theme <ul style="list-style-type: none"> ⇒ See <i>UW</i>: □ Me and My Family □ Autumn □ Celebrations ▪ Begin to engage in story time <ul style="list-style-type: none"> ⇒ Join in with repeated refrains / fill in rhyming words ▪ Listen to and begin to talk about stories to build familiarity and understanding <ul style="list-style-type: none"> ⇒ Discuss characters, events, setting ... <i>character, happened</i> ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound <ul style="list-style-type: none"> ⇒ Learn rhymes, songs & poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary throughout the day ▪ Begin to ask questions to find out more and to check they understand what has been said to them 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <ul style="list-style-type: none"> ⇒ Listen to others and join in conversation, turn taking ▪ Listen carefully to and learn rhymes, poems and songs <ul style="list-style-type: none"> ⇒ Linked to key theme / season / celebrations ▪ Listen to and talk about stories to build familiarity and understanding <ul style="list-style-type: none"> ⇒ Engage in conversation about main characters / events ⇒ Link story events to own experiences / other texts ⇒ Discuss feelings and actions of main characters ▪ Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary <ul style="list-style-type: none"> ⇒ Books linked to main theme / season / celebration ⇒ Begin to name book parts / content – <i>front / back cover, contents page / fact / real</i> ▪ Begin to understand humour e.g. <i>nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary in different contexts 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ 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. ▪ Understand humour more readily e.g. <i>nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ▪ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

<ul style="list-style-type: none"> ⇒ Model & encourage questions after instructions ▪ Begin to articulate their ideas and thoughts in well-formed sentence <ul style="list-style-type: none"> ⇒ Express □ Ideas to friends □ Book talk ▪ Begin to connect one idea or action to another using a range of connectives... <i>because, although, but..</i> ▪ Begin to describe events in some detail ▪ Develop social phrases <ul style="list-style-type: none"> ⇒ Routines of the day ... <i>greetings, How are you?</i> ⇒ Friendship ... <i>Would you like to...?</i> ▪ Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <ul style="list-style-type: none"> ⇒ Focused & linked texts – within small world / role play ▪ 	<ul style="list-style-type: none"> ▪ Answer and ask questions to develop understanding <ul style="list-style-type: none"> ⇒ <i>Who? What? Where? When? Why?</i> ▪ Articulate their ideas & thoughts in well-formed sentence <ul style="list-style-type: none"> ⇒ Using new vocabulary and correct tenses ▪ Connect one idea or action to another using a range of connectives ... <i>because, although, but, also, first, next, after ...</i> ▪ Describe events in some detail <ul style="list-style-type: none"> ⇒ Use sequencing vocabulary – <i>first, next, after ...</i> ▪ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen <ul style="list-style-type: none"> ⇒ Introduction of some problem-solving words – <i>I think ... We could ...</i> ▪ Develop and use social phrases with confidence ▪ Retell a simple story, once they have developed a deep familiarity with the text; some as <ul style="list-style-type: none"> ▪ exact repetition and some in their own words... using story language 	
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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer
<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ <i>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share</i> <ul style="list-style-type: none"> ⇒ How to compromise and negotiate to solve problems ⇒ Use □ book talk □ puppets □ real life experiences ▪ Begin to express feelings and consider the feelings of others <ul style="list-style-type: none"> ⇒ Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i> ⇒ Link book character’s emotion to own experiences ... <i>expression, mood, feeling/emotion</i> ▪ Begin to set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ⇒ Set a shared goal with a friend ▪ Begin to identify and moderate own feelings socially and emotionally <ul style="list-style-type: none"> ⇒ Focus on □ keeping <i>calm</i> □ being <i>patient</i> □ waiting for a <i>turn</i> □ <i>sharing</i> □ tidying up after themselves <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs ... <i>fasten</i> <ul style="list-style-type: none"> ⇒ Independent use of □ zips □ buttons □ coats □ shoes ▪ Develop confidence to try new activities and show independence <ul style="list-style-type: none"> ⇒ Access all types of enhancements (indoors & outdoors) ▪ Know and begin to talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ⇒ Toothbrushing – importance and how ... <i>clean, decay</i> ⇒ Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i> <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Begin to see self as a valuable individual <ul style="list-style-type: none"> ⇒ Describe self, positively ... <i>proud, special, love</i> (use books: <i>‘Happy in Our Skin’ & ‘My Hair’</i>) ▪ Begin to build constructive and respectful relationships 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Express feelings and consider the feelings of others ▪ Set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ⇒ Thinking / trying different solutions ⇒ Having a go – trial and error ⇒ Bouncing back after difficulties ▪ Identify and moderate own feelings socially and emotionally <ul style="list-style-type: none"> ⇒ Talk about and manage own emotions using available strategies e.g. Calm Space ▪ Think about the perspectives of others <ul style="list-style-type: none"> ⇒ Story characters / peers <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs ▪ Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of ‘screen time’ □ having a good sleep routine □ being a safe pedestrian <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See self as a valuable individual <ul style="list-style-type: none"> ⇒ Talk confidently about own past history ⇒ Share likes / dislikes / interests in school / out of school ▪ Build constructive and respectful relationships <ul style="list-style-type: none"> ⇒ Listen to one another (child-initiated learning / small group activities) ⇒ Play / learn cooperatively (child-initiated learning / small group activities) ⇒ Use social language with growing confidence ⇒ Display kindness to one another – sharing observed likes in group time activities 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ▪ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ▪ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> ▪ 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>Building Relationships</p> <ul style="list-style-type: none"> ▪ Work and play cooperatively and take turns with others ▪ Form positive attachments to adults and friendships with peers ▪ Show sensitivity to their own and to others’ needs. ▪ Continue to see self as a valuable individual

⇒ Use social language to develop friendships see C

⇒ Acknowledge positive attributes of one another – group activity

PHYSICAL DEVELOPMENT: Gross Motor Skills Fine Motor Skills

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Autumn	Spring	Summer
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i> <ul style="list-style-type: none"> ⇒ Engage in and develop confidence in actions ▪ Begin to develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> ⇒ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i> ⇒ Set own physical challenge ... <i>challenge, goal</i> ▪ Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> ▪ Begin to combine different movements with ease and fluency <ul style="list-style-type: none"> ⇒ See above obstacle course ⇒ Change movements / directions quickly ▪ Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <ul style="list-style-type: none"> ⇒ Understand rules and reasons ▪ Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i> <ul style="list-style-type: none"> ⇒ Use different sizes / types of balls – in pairs ▪ Further develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ <i>Use a comfortable grip with good control when holding pens and pencils</i> <ul style="list-style-type: none"> ⇒ Consolidate tripod grip ▪ Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Continue to refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i> ▪ Begin to progress towards a more fluent style of moving, with developing control and grace <ul style="list-style-type: none"> ⇒ Conclude movements with balance, stillness and control ▪ Develop overall body-strength, balance, co-ordination and agility <ul style="list-style-type: none"> ⇒ <i>Twist, turn, stretch...</i> ⇒ Complete different obstacle courses, involving a range of movements – <i>high / low / under / through / above</i> ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Combine different movements with ease and fluency <ul style="list-style-type: none"> ⇒ Change direction / speed when travelling ⇒ Follow a sequence of movements ⇒ Begin to develop own sequence of movements ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <ul style="list-style-type: none"> ⇒ Throwing and catching ball / quoit / bean bag skills ▪ Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ▪ Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ 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>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ 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>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i></p>	<ul style="list-style-type: none"> - Effective pencil grip - Correct letter formation (see Writing) 	
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LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn	Spring	Summer
<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> • Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. <ul style="list-style-type: none"> ⇒ Recall key events ... <i>event</i> ⇒ Talk about main characters... <i>character, beginning, middle, end</i> • Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • <i>Understand the five key concepts about print, with a focus on</i> <ul style="list-style-type: none"> ⇒ <i>Left to right / 1-1 correspondence ... word, letter, first / last</i> • <i>Continue to develop P1 phonological awareness, focusing on</i> <ul style="list-style-type: none"> ⇒ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i> • Read individual letters by saying the sounds for them <ul style="list-style-type: none"> ⇒ Secure P2 phonics ... <i>phoneme, grapheme, alphabet</i> • Blend sounds into words, so that they can read short words made up of known GPCs <ul style="list-style-type: none"> ⇒ P2 □ VC words □ CVC words 	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> • Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> <ul style="list-style-type: none"> ⇒ Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i> ⇒ Take on role of character using some story language ⇒ Talk about likes and dislikes of texts, rhymes and poems ⇒ Choose a book and begin to explain why ...<i>because</i> • Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • <i>Continue to develop P1 phonological awareness, focusing on</i> <ul style="list-style-type: none"> ⇒ Oral blending and segmenting • Say the sound for: <ul style="list-style-type: none"> ⇒ For each letter of the alphabet 	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> • <i>Continue to develop phonological awareness</i> <ul style="list-style-type: none"> ⇒ Oral blending and segmenting • Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i> • 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. <ul style="list-style-type: none"> ⇒ Begin to notice some relationships between one text and another ⇒ Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books</i> • Say the sound for each letter of the alphabet and for at least 10 digraphs <ul style="list-style-type: none"> ⇒ Secure P3...<i>trigraph</i> • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common

- **Begin to** read a few common exception words matched to the school's phonic programme
 - ⇒ *I, go, to, the, no, into ... tricky words*
- **Begin to** read simple phrases / sentences
 - ⇒ Apply P2 GPC
- Read pink B guided reading books aligned to phonic knowledge

Writing:

- *Write name correctly*
 - ⇒ Use correct letter formation
- *Use some of their print and letter knowledge in their early writing*
- **Begin to** form lower-case letters correctly
- **Begin to** spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... *spell*
 - ⇒ Use □ initial sounds □ VC □ CVC words
 - ⇒ Write labels
- **Begin to** write lists & captions, focusing on ...*label, caption, space*
 - ⇒ Oral rehearsal / vocabulary
 - ⇒ **Begin to** reread what they have written

- ⇒ Double letters □ ss □ ll □ zz □ ck □ ff
- ⇒ Consonant digraphs □ sh □ ch □ th, □ ng ...*digraph*

- **Begin to** read words consistent with their phonic knowledge
 - ⇒ Mid P3 □ CVC words
- Read some common exception words matched to the school's phonic programme
 - ⇒ *he, she, me, be, we, was* (plus see *Autumn words*)
- Read simple phrases / sentences
 - ⇒ Apply P2-3, i.e. sets 1-7 + consonant digraphs
- Read red guided reading books aligned to phonic knowledge

Writing:

- Form most lower-case and capital letter correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
- Write captions/phrases and **begin to** write simple sentences using known GPCs ...*sentence, full stop, capital letter*
 - ⇒ Include word spacing
 - ⇒ Orally rehearse caption of sentence before writing
- Re-read what they have written to make sure it makes sense
- **Begin to** write a variety of □ fiction and non-fiction sentences / captions

exception words (*approximately yellow book band – instructional level*)

- ⇒ *you, they, all, are, my, her* (plus see *Autumn/Spring words*)

Writing:

- Write recognisable letters (lower case and capital) most of which are formed correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
 - ⇒ CVC words
- Write simple phrases and sentences that can be read by others
 - ⇒ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter
- Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:
 - ⇒ 2-3 part story (*e.g. using story map/planner*)
 - ⇒ Instructions
 - ⇒ Fact cards (*e.g. using a 'spidergram' to collate information*)

MATHEMATICS: □ Numerical Pattern □ Number

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

Autumn	Spring	Summer
<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Recite numbers to 10 <ul style="list-style-type: none"> ⇒ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... <i>forwards, backwards</i> ⇒ Break counting chain (not always starting from 1) ⇒ Talk about position ... <i>before, after</i> ▪ Count objects, actions and sounds <ul style="list-style-type: none"> ⇒ Up to 5 – in context of □ daily routine □ sharing □ turn taking ⇒ Count objects in an irregular arrangement ▪ Subitise 3 / 4 objects (quick recall without counting) <ul style="list-style-type: none"> ⇒ Matching children to images in workshop areas ⇒ Fast recognition of dice patterns ▪ Link the number symbol (numeral) with its cardinal number value to 5 ▪ Compare quantities up to 5 ... <i>more than, less than, fewer, who has one more / less</i> 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Recite numbers to 20 <ul style="list-style-type: none"> ⇒ Backward from 10 and begin to recite backwards from 15 ⇒ Break counting chain (not always starting from 1 forwards or 10 backwards) ⇒ Talk about position up to 5 and begin to talk about position up to 10 ▪ Count objects, actions and sounds <ul style="list-style-type: none"> ⇒ Up to 10, in context of daily routine / sharing / turn taking ⇒ Count objects in an irregular arrangement ▪ Begin to estimate number of objects up to 10 then check by counting ▪ Subitise 5 objects (quick recall without counting) ▪ Link the number symbol (numeral) with its cardinal number value to 10 ▪ Compare quantities up to 10 ▪ Understand 'one more/less than' to 10 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Have a deep understanding of number to 10, including the composition of each number ▪ Subitise (recognise quantities without counting) up to 5 ▪ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ▪ Verbally count beyond 20, recognising the pattern of the counting system ▪ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ▪ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Shape, Space & Measure</p>

- Understand 'one more/less than' to 5
 - ⇒ Use sentence with support ... *Three is one more than two*
- Explore the composition of numbers to 5
 - ⇒ Recognise total is still the same
 - ⇒ Using variety of resources ... *more, less, makes, equals, altogether*
- **Begin to** explore number bonds to 5
 - ⇒ Use a range of resources
 - ⇒ Understand how to use a flip flap to 5

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
 - ⇒ Create shape picture ...consolidate ...*2D shape names*
 - ⇒ Put shapes together to make new shape ... *fit, turn*
- Continue, copy and create repeating patterns
 - ⇒ Talk about pattern ... *repeat, next, before, after, in between*
- **Begin to** compare length, weight and capacity
 - ⇒ Order 2-3 items by length / weight ... *heavier/est, lighter/est, longer/est, shorter/est*

- ⇒ Use sentence ... *six is one more than five*
- **Begin to** explore the composition of numbers to 10
- Recall number bonds to 5
 - ⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... *altogether, more/now*
 - ⇒ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... *left*
- **Begin to** share, double and half up to 10 objects

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- **Begin to** compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
- Compare length, height, weight and capacity
 - ⇒ Order 2-3 items by capacity and height
- **Begin to** order and sequence familiar events
 - ⇒ Become familiar with a clock face and hands
 - ⇒ Measure short periods of time

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes within practical activities
- Continue, copy and create more **complex** repeating patterns
- Compare length, height, weight and capacity
- Measure and compare short periods of time

UNDERSTANDING THE WORLD □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

EYFS 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.

Autumn	Spring	Summer
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Learning priorities: Linked to Development Matters 2021

<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Be introduced to, become familiar with and follow the daily routine. Consistent use of language of time – <i>day, next / after / morning / afternoon</i> ▪ Begin to understand the difference between a day and a week: □ Recite the days of the week □ Count days to an event ... <i>day, week, days of the week</i> ▪ Introduction to class calendar / timeline with special events: Highlighting □ Birthdays □ School events □ Personal events ... <i>calendar / event</i> ▪ Continue to make sense of their own life-story and family's history: □ Share All About Me box □ Talk about special events ... <i>history / special</i> ▪ Begin to observe and comment on images of familiar situations in the past: □ When Mum and Dad were little ... <i>past, history, long ago</i> □ Look back at photographs of nursery events – autumn walk / birthday celebration / Christmas nativity ... <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Introduction to new Family Group members ▪ Talk about members of their immediate family and community: □ Describe family members ... <i>grandparent, older, younger</i> □ Begin to understand that there are many different types of families ... <i>parent, step-sister / brother / mum / dad, similar, different</i> ▪ Name and describe people who are familiar to them: □ Introduction to site manager / other class teachers □ People in school / local community... <i>site manager, office manager, lolly pop person</i> ▪ Continue to develop an awareness of different occupations linked to personal experiences / focus texts: □ Dentist □ Farmer / Shop keeper 	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Develop an understanding of class calendar with special events ... <i>month, date, year</i> ▪ Study / talk about images of familiar situations in the past: □ Photographs of winter in the past ... <i>same, different</i> □ Observe photographs of old fishing towns ... <i>old, new, before, a long time ago</i> ▪ Begin to develop a sense of things happened before they were born: □ Fishing boats made before they were born □ First rocket to the moon ... ▪ Recount visit to the Zoo ... create a simple timeline of events ▪ Share past family journeys ... <i>long / short journey</i> <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Continue to develop an awareness of different occupations: □ Different jobs at the Zoo □ Fisherman □ Boat builder □ Mechanic □ Bike Repairer ▪ Talk about members of immediate family: □ Talk about family jobs / roles and responsibilities □ Identify similarities and differences ▪ Name and describe people who are familiar to them in the local community: □ Talk about how they know them / what they do ▪ Understand that some places are special to members of their community: □ Visit school linked church □ Watch a video about a church and identify some special events ... <i>wedding, christening ...</i> ▪ Recognise that people have different beliefs and celebrate special times in different ways: □ Explore festival of Holi □ Ramadan ... <i>Holi / festival of colour, Ramadan, Rama and Sita..</i> ▪ Identify features of different story settings – <i>water, iceberg, arctic, lighthouse, beach, house, island ...</i> 	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Know how a calendar works, developing a concept of time ... <i>season</i> ▪ Talk about the lives of the people around them and their roles in society: □ Interview special member of school / local community □ Interview parent / grandparent with a special role in the community ... <i>community, society, local</i> ▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: □ Looking back through the reception year / EYFS – creating a timeline using photographs □ Talk about changes at a personal and school level e.g. <i>new family babies / new members of staff / developments to provision</i> □ Talk about likes / dislikes ... <i>timeline,</i> ▪ Participate in transition into Y1 events: □ Visits from new class teacher □ Visits to new classroom ... <i>year one, new school year, next year...</i> ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling: □ Talk about 'long time ago' □ Compare and contrast
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- **Begin to** understand that some places are special to members of their community: □ Talk about special places visited with family... *places of worship visited by children*
- **Begin to** recognise that people have different beliefs and celebrate special times in different ways: □ Explore how different people celebrate birthdays □ Explore some different festivals / special events ... *Harvest, Diwali, Halloween, Bonfire Night, Remembrance Day, Christmas ...*

Natural World

- Explore, name and talk about different use / function of body parts ... *elbows, knee, eyebrows ...*
- Sequence growth from baby to adult. Talk about key changes ... *same / different*
- Experience and explore weather through the changing seasons: □ Summer into Autumn □ Autumn into Winter □ Begin to compare
- Experience, explore and identify the seasonal changes on the natural world at autumn time: □ categorise objects □ sort objects using different criteria – shape / size / colour / material □ **begin to** identify some local tree species ... *nature, natural, autumn ...* □ describe what they see, hear and feel ... *shape and colours words e.g. long, spiky, gold, rust, orange*
- Explore a range of different pets and learn names of babies: □ Talk about key features □ Categorise – size / number of legs / mobility /
- Explore woodland animals □ Name and identify key features ... □ Categorise by habitat / sleeping habits / babies ... *habitat, nocturnal ...*

- Explore natural habitat of animals visited at the zoo: □ identify different countries □ identify climates ... *habitat, hot, cold, dry, wet ..*
- Recognise some similarities and differences between life in this country and other countries: □ Study winter time in different countries – videos / photographs / non-fiction texts ... *country, sea, land*
- Introduce map drawing, travelling from place to place: □ Penguin visiting different places □ Noi looking for whale / Dad □ Walk from school to local park ... *map, journey, points of interest ...*

Natural World

- Explore the natural world around them: □ Observe and identify key characteristics of different seasons - Winter / Spring □ Begin to identify that there are four seasons ... *winter, spring, season ...*
- Describe what they see, hear and feel whilst outside: □ Begin to develop an understanding of water when frozen, melted and heated by the sun □ Begin to develop an understanding of light (including colour and shadow) and heat ... *science, experiment ...*
- Explore the effect of changing seasons on the natural world around them: □ Complete a snow / ice study □ Explore animals that hibernate during the Winter □ Identify British winter animals - ... *hibernation*
- Explore arctic animals, name and identify key features: □ Categorise by habitat / mobility / babies / sleeping habits

settings / characters – where they live / what they are wearing / activities ...

People, Culture & Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: □ Describe features of local community – special places □ Describe story settings using correct terminology □ Create simple story maps and use in imaginative play □ Create map from reception to Y1
- 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: □ Revisit timeline of class celebrations across the year □ Talk about key events
- 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 □ Flying Bath visiting special holiday places / places of interest

Natural World

- Explore the natural world around them and make observations: □ Observe and identify key characteristics of different seasons – Spring into Summer □ Identify the four seasons and their key characteristics ... *winter, spring, summer, autumn, season ...*
- Talk about key features of the natural environment, beginning to identify different materials and their properties ... *wood / hard*
- Compare and contrast two different environments
- Observe natural features carefully and begin to make observational drawings: □ Plants □ Animals
- Explore growth of different vegetables and identify key ingredients to grow – *soil, sunlight, water*: □ Grow own vegetables □ Visit Gardening Club Vegetable patch
- Take care of flowers in EYFS outdoor area: □ Name different
- Observe and know the lifecycle of a butterfly ... *caterpillar, chrysalis, pupa, butterfly*: □ Talk about habitat □
- Explore the properties of different materials: □ Make a superhero cap / wand □ Talk about materials chosen and begin to say why

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

EYFS 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.

Autumn	Spring	Summer
Learning priorities: Linked to Development Matters 2021		
<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> ▪ <i>Show different emotions in drawings and paintings</i> ▪ <i>Continue to explore colour and colour mixing.</i> ▪ Safely use and explore a variety of materials and tools ▪ Explore new techniques ▪ Talk about new creations ▪ Begin to return to and build upon previous learning <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ <i>Take part in simple pretend play</i> <ul style="list-style-type: none"> ⇒ Family / play date role play ... <i>role, pretend, imagine</i> ▪ <i>Begin to develop complex stories using small world equipment</i> ▪ Begin to develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end ▪ Begin to listen attentively, move to and talk about music, expressing their feelings and responses 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Explore and use a variety of artistic effects to express their ideas and feelings <ul style="list-style-type: none"> ⇒ Colour mixing to create a Winter scene / text illustration ⇒ Observation drawings using a range of media – fishing boats / sea life ⇒ Using a range of different media and materials to create winter scene / character ... ⇒ Explore folding ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them ▪ Create collaboratively sharing ideas, resources and skills <ul style="list-style-type: none"> ⇒ Working in partnership / small groups <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. <ul style="list-style-type: none"> ⇒ Range of water / winter music 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ 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. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ 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.

<ul style="list-style-type: none"> ⇒ How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i> ▪ Begin to watch and talk about dance and performance art <ul style="list-style-type: none"> ⇒ What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i> ⇒ Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i> ▪ Sing in a group or on their own <ul style="list-style-type: none"> ⇒ Engage in circle and partner songs ⇒ Begin to make own verse for familiar song ▪ Begin to explore and engage in music making and dance <ul style="list-style-type: none"> ⇒ Invent and dance / play music to show different emotions ... <i>emotions vocabulary (see PSE)</i> 	<ul style="list-style-type: none"> ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody <ul style="list-style-type: none"> ⇒ Winter / theme song ▪ Explore and engage in music making and dance, performing solo or in groups <ul style="list-style-type: none"> ⇒ Acting out story with instrumental sounds ▪ Develop storylines in their pretend play <ul style="list-style-type: none"> ⇒ Imitating – Innovating – Inventing (using story language in role play / small world play) 	
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