

Long Term Plan for Foundation Stage 2, Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic <i>Possible Themes/ Interests/Lines of Enquiry</i> <i>N.B These may be adapted to allow for children's interests to flow through the provision</i>	All About Me <i>Myself, my family, the community, feelings and emotions</i> <i>Starting school, getting to know the new children, harvest</i>	Autumnal Delights <i>Adventure, surroundings, individuality, differences, Diwali, bonfire night, Christmas, seasonal change- Autumn</i>	Wonderous World <i>Seasonal change- Winter, weather, changes to materials, Lunar New Year</i> <i>Space and other worlds</i>	Tell me a Tale <i>Seasonal change- Winter. Re-telling stories, creating stories, predicting, planting- life cycles, Easter</i>	Come Outside (On the Farm?) <i>Planting, growth, nature, Summer, habitats, mini beasts animals- lifecycles</i>	Let's Explore <i>Seasonal change- Summer, transitions, under the sea, travel</i>
Enhanced learning opportunities (trips, visits, key events)	Meeting people who help us in school Visits from people who help us	Autumn Walk Baking bread/soup Making animal feeders for Autumn animals Nursery Rhyme Week	Spaceship lands at School/Investigation Seasonal walk	Spring Walk Acting out the stories Making puppets Visiting the lambs in adjacent field Planting beans	Animal visit to school Hatching butterflies Seasonal walk	Sundown Trip Transition

Core Texts This forms a starting point. Teachers will also select from class books and follow children's interests as well as access information books, poems and songs throughout.	The Colour Monster Duck and Penguin are not friends Elmer's Friends Together we Can The Same but Different Too The Smartest Giant in Town	Non-fiction texts on Autumn Leaf Man Rama and Sita Tidy The Gruffalo's Child Percy the Park Keeper Squirrels Autumn Search The Nativity Christmas fiction and non-fiction texts	How to Catch a Star Peace at Last Whatever Next! Astro Girl The Snow Thief Alien's Love Underpants Non-Fiction texts about Space, Winter The Great Animal Race	Jack and The Beanstalk Goldilocks and the Three Bears The Three Billy Goats Gruff The Three Little Pigs The Little Red Hen Mixed-Up Fairy tales	I love bugs The Crunching Munching Caterpillar The Bad Tempered Ladybird What the ladybird heard Non-fiction texts about animals/mini-beasts	Commotion in the Ocean Tiddler Billy's Bucket Where's the Starfish? Lucy and Tom at the Seaside The Storm Whale Non-Fiction books about sea creatures and the sea side
Personal, Social and Emotional Development	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.					

Pre-School specific provision	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules, understanding why they are important. Select and use activities and resources, with help when needed. Make healthy choices about food, drink, activity and toothbrushing. Become more outgoing with unfamiliar people, in the safe context of their setting.	Understand gradually how others might be feeling. Talk with others to solve conflicts. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs. Play with one or more other children, extending and elaborating play ideas.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations.
Reception specific provision	Circle Time - Relationships Families and friendships – different types of families, similarities and differences between ourselves and others Respecting ourselves and others –, feelings and emotions Firework safety See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Know, understand and follow the class and school rules Play cooperatively, taking turns	Circle Time - Living in the wider world Belonging to a community – our school, Winthorpe Primary School, important people in the community Money and work – different skills, different occupations, aspirations Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Having the confidence to try new activities Able to take changes to routine in their stride	Circle Time - Health and wellbeing Physical health and mental well-being – healthy eating, healthy living Think about the perspectives of others. Manage their own needs. Transition to Y1 Working as part of a group/listening and sharing ideas
PSHE SCARF-Reception	A1 SCARF Me & My Relationships - All about me - What makes me special - Me and my special people - Who can help me? - My feelings - My feelings (2) A2 SCARF Valuing Differences - I'm special, you're special - Same and different - Same and different families - Same and different homes - I am caring - I am caring (2)	Sp1 SCARF Keeping Myself Safe - What's safe to go onto my body - Keeping myself safe- What's safe to go into my body (including medicines) - Safe indoors and outdoors - Listening to my feelings - Keeping safe online - People who help to keep me safe Sp2 SCARF Rights & Responsibilities - Looking after my special people - Looking after my friends - Being helpful at home and caring for our classroom - Caring for our World - Looking after money (1): recognising,	Su1 SCARF Growing and Changing - Bouncing back when things go wrong - Yes, I can! - Healthy eating - Healthy - Move your body - A good night's sleep Su2 SCARF Being My Best - Seasons - Life stages- plants, animals, humans - Life stages- who will I be? - Where do babies come from? - Getting bigger - Me and my body- girls and boys

		spending, using - Looking after money (2): saving money and keeping it safe	
Physical Development	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. Vocabulary: move, under, through, balance, safe, equipment, challenge, healthy, diet, exercise, games, small, large, throw, catch		
Pre-School specific provision	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Be increasingly independent as they get dressed and undressed.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities which they make up for themselves, or in teams.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils.
Reception specific provision (see separate PE planning for YR)	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping,	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

	climbing.	support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	
Communication and Language <i>Talk to parents about what language they speak at home.</i>	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.		
	Vocabulary: read, write, phonics, blend, segment, tricky words, phoneme, sound button, book, sentence, label, story, letters, word, rhyme, alphabet, capital letter, full stop		
	Whole EYFS Focus- C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, assemblies and weekly interventions.		
Pre-School specific provision	Pay attention to more than one thing at a time, which can be difficult. Understand a question or two-part instruction Use longer sentences of four to six words. Develop their pronunciation but may have problems saying some sounds and multi-syllabic words. Sing a large repertoire of songs.	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Start a conversation with an adult or a friend and continue it for many turns. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Use a wider range of vocabulary.
Reception specific provision	Understand how to listen carefully and why listening is important. Engage in story times. Use language to recreate roles Settling in activities Making friends Talking about familiar experiences Rhyming and alliteration Shared stories Modelling talk routines Ask questions to find out more and to check they understand what has been said to them. Develop social phrases	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Know they can respond to what they hear with relevant comments Know that they can talk about what they have learned Ask and answer relevant questions Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Talk about their interests and discoveries in good detail Ask and answer relevant questions Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.

	Engage in story times. Knowing that instructions have several parts Develop story language Taking part in discussions Carefully chosen stories to develop the children’s vocabulary Understands how to listen carefully and why listening is important		Listening and remembering Responds to what they hear with relevant comments Use time connectives when retelling stories Sustained focus when listening to a story Ask and answer relevant questions		Show and Tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			
Literacy	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)							
	Pre-School specific provision		Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Phase 1 phonics provision		Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Phase 1 phonics provision		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately. Phase 1 phonics provision	
	Reception specific provision		Say what we think a book is about by looking at the cover Say who your favourite character is Name copying and writing Explain how a character is feeling Answer simple questions about what has happened Writing secret symbols, initial sounds, CVC words Writing groups – words, phrases, sentences		Use words to describe a character or setting Say what happened first in the story Writing phonetically decodable words, phrases and captions Say what you think will happen next Explain why something happened Writing groups – words, phrases, sentences		Explain why we like a character or story Finding out the meaning of words Writing phonetically decodable words, simple sentences Say what happened at the beginning, middle and end of a story Writing groups – words, phrases, sentences	
Phonics (Little Wandle- Foundations for Phonics) Pre-School	No sounds in Autumn 1 Focus on Rhyme Time and Routines Rhyme Time	1 sound a week s a t p i n m What’s in the box? Blend from the box Rhyme Time (focus on auditory	1 sound a week d g o c k e What’s in the box? Blend from the box Rhyme Time (focus on initial	1 sound a week u r h b f l What’s in the box? Blend from the box Rhyme Time (focus on initial	1 sound a week j v w y z qu ch What’s in the box? Blend from the box Rhyme Time (focus on initial sounds,	1 sound a week ck x sh th ng nk What’s in the box? Blend from the box Rhyme Time (focus on initial sounds,		

	(focus on auditory discrimination and voice sounds) Twinkle, Twinkle Little Star Wind the Bobbin Wheels on the Bus The Grand Old Duke of York Row, Row, Row Your Boat, Round and Round the Garden <u>Focus story</u> (linked to Rhyme Time) How to Catch a Star This is our House! We catch the bus The Queen's Knickers Busy Boats Brown Bear, Brown Bear	discrimination and voice sounds) Ring-A-Ring- A Roses Pat-a-Cake One, Two, Buckle my Shoe Miss Molly Had a Dolly Mary, Mary, Quite Contrary Jack and Jill <u>Focus story</u> (linked to Rhyme Time) Jasper's Beanstalk The Gingerbread Man The Very Hungry Caterpillar Ness the Nurse Errol's Garden One Ted Falls out of Bed	sounds, oral blending) Incy Wincy Spider Humpty Dumpty Hickory, Dickory, Dock Hey Diddle, Diddle Down at the Station Baa Baa Black Sheep <u>Focus story</u> (linked to Rhyme Time) The Very Busy Spider The Odd Egg The Gruffalo Whatever Next The Train Ride Where is the green sheep?	sounds, oral blending, alliteration) A Sailor went to sea 1,2,3,4,5 Twinkle, Twinkle Little Star Wind the Bobbin Wheels on the Bus The Grand Old Duke of York <u>Focus story</u> (linked to Rhyme Time) Busy Boats The Rainbow Fish Night Monkey, Day Monkey Home The whales on the bus Paddington at the Palace	oral blending, alliteration, rhyming) Row, Row, Row Your Boat, Round and Round the Garden Ring-A-Ring- A Roses Pat-a-Cake One, Two, Buckle my Shoe Miss Molly Had a Dolly Mary, Mary, Quite Contrary <u>Focus story</u> (linked to Rhyme Time) Lost and Found This Bear, That Bear The Tiny Seed The Great Dragon Bake Off Stanley's Stick Zog Lola plants a garden (mary mary)	oral blending, alliteration, rhyming) Jack and Jill Incy Wincy Spider Humpty Dumpty Hickory, Dickory, Dock Hey Diddle, Diddle Down at the Station Baa Baa Black Sheep <u>Focus story</u> (linked to Rhyme Time) Ten in the Bed Spinderella Who's in the egg? The Lion and the Mouse Two little mice and the moon adventure Trains, Trains, Trains Brenda is a sheep
Phonics (Little Wandle) Reception	Word reading Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books. Comprehension Children will have opportunities to read to an adult and change their reading books every week and read to an adult x3 a week					
	Phase 1 phonics Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and	Little Wandle Phase 2 Graphemes ff ll ss j v w x y z zz qu ch sh th ng nk Word Reading words with -s /s/ - s /z/	Little Wandle Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er Word Reading Words with double	Little Wandle Phase 3 Graphemes Review Phase 3 Word Reading Words with double letters, Longer words	Little Wandle Phase 4 Word Reading Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVC Longer words Compound	Little Wandle Phase 4 Word Reading Phase 3 long vowel Graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Longer words

	segment simple words. Reading: Hear general sound discrimination and be able to orally blend and segment.	added at the end Tricky Words put pull full as and has his her go no to into she push he of we me be Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	letters Longer words Tricky Words was you they my by all are sure pure Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Words with two or more digraphs Words ending in -ing Compound words Words with s /z/ in the middle Words with -s /s/ /z/ -es/z at the end Tricky Words Review all taught so far Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter –sound correspondences. Read a few common exception words matched to the school’s phonic programme.	words Words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky Words said so have like some come love do were here little says there when what one out today Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words.	Words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Tricky Words Review all taught so far Reading: Consolidation from previous half term Re-read what they have written to check that it makes sense.
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Mathematics	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 Vocabulary: count, compare, link, understand, length, weight, capacity, more, less, recall, bonds, patterns, subitise, 2D and 3D shape names, properties, measure		
Pre-School specific provision	Exposure to numbers throughout provision – number woven through daily timetable and routines – counting in sequence, basic number recognition Number songs, rhymes, stories Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Naming colours	Developing awareness of number – 1:1 counting correspondence, show 'finger numbers' up to 5. Compare quantities using language: 'more than', 'fewer than'. Introduction to shape, space and measure - talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity. Awareness of Patterns in and around the environment - for example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Mixing colours	Using basic number skills - link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Combine shapes to make new ones – an arch, a bigger triangle, etc. Repeated patterns - extend and create ABAB patterns – stick, leaf, stick, leaf. Notice/ correct an error in a repeating pattern. Times of the day Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Describe a familiar route. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

White Rose Maths Scheme Pre-School (Two weeks per block)	B1 Comparison-1 More, Fewer Than, The Same <i>Linked Texts:</i> Little Red Riding Hood Rosie's Zoo B2 Shape, Space and Measure-1 Explore and Build with Shapes and Objects <i>Linked Texts:</i> Big and Small Whatever Next! B3 Pattern- 1 Explore Repeats <i>Linked Texts:</i> The Little Red Hen Dig Dig Dig Digging B4 Counting- 1 Hear and Say Number Names <i>Linked Texts:</i> Round and Round the Garden Five Little Ducks	B5 Counting- 2 Begin to order Number Names <i>Linked Texts:</i> The Three Billy Goats Gruff Three Little Pigs B6 Subitising- 1- I see 1,2,3 <i>Linked Texts:</i> Each, Peach, Pear, Plum Guess Who? B7 Pattern- 2 Join in with repeats <i>Linked Texts:</i> Peck, Peck, Peck Brown Bear, Brown Bear	B8 Shape, Space and Measure- 2 Explore position and space <i>Linked Texts:</i> Duck in the Truck Cat Up, Cat Down B9 Subitising- 2 Show me 1,2,3 <i>Linked Texts:</i> Foxes Socks Peepo B10 Counting- 3 Move and Label 1,2,3 <i>Linked Texts:</i> Goldilocks and the Three Bears	B11 Shape, space and measure 3 Explore position and routes <i>Linked Texts:</i> Everybody hide from Wiggly Pig Where? Oh Where is Rosie's Chick? <i>Linked Rhymes:</i> The Hokey Cokey In and Out of the Dusty Bluebells B12 Pattern 3 Explore own first patterns <i>Linked Texts:</i> The Three Billy Goats Gruff Cave Baby B13 Counting 4 Take and give 1, 2, 3 <i>Linked texts:</i> Postman Bear Meg and Mog <i>Linked Rhymes:</i>	B14 Shape, space and measure 4 Match, talk, push and pull <i>Linked texts:</i> The Train Ride Naughty Bus <i>Linked Rhymes:</i> Humpty Dumpty Teddy Bear's Picnic B15 Subitising 3 Talk about dots <i>Linked Texts:</i> Let's Play! TouchThinkLearn: Numbers <i>Linked rhymes:</i> 1,2,3 dots B16 Comparison 2 Compare and sort collections <i>Linked texts:</i> Oliver's Fruit Salad Handa's Surprise	B17 Pattern 4 Lead on own repeats <i>Linked Texts:</i> The Enormous Turnip The Three Little Pigs <i>Linked Rhymes:</i> I'm a little teapot Wind the bobbin up B18 Shape, space and measure 5 Starting to puzzle <i>Linked Texts:</i> Shark in the park The Gingerbread Man <i>Linked Rhymes:</i> Walking through the jungle Mulberry Bush B19 Pattern 5 Making patterns together <i>Linked Texts:</i> Hooray for fish! Beep, Beep, Vroom, Vroom! <i>Linked Rhymes:</i> Tongue twister pattern rhymes- red lorry, yellow, lorry; she sells she shells... B20 Subitising 4 Make games and actions <i>Linked Texts:</i> The Very Hungry Caterpillar Ooo Ooo Ooo Gorilla <i>Linked Rhymes:</i> Hickory Dickory Dock 1,2, buckle my shoe B21 Counting 5 Show me 5 <i>Linked Texts:</i> Bears in Beds Five wriggly babies <i>Linked Rhymes:</i>
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White Rose Maths Scheme Reception						Five Little Ducks Five Speckled Frogs B22 Pattern 6 My Own Pattern <i>Linked texts:</i> The skipping rope snake A new house for mouse <i>Linked rhymes:</i> In and out if the dusty blue bells Copy me rhyme B23 Counting 6 Stop at 1,2,3,4,5 <i>Linked Texts:</i> Trains, trains, trains Five Little Dinosaurs <i>Linked Rhymes:</i> Five Little Men in a Flying Saucer One elephant went out to play B24 Comparison 3 Match, sort, compare <i>Linked texts:</i> Kipper's Birthday Farmer Duck
	Getting to know you Opportunities for settling in Introducing the areas of provision Getting to know the children Key times of the	B2- It's me 1,2,3 Representing 1,2,3 Composition of 1,2,3 Comparing 1,2,3 Circles and triangles Positional Language B3- Light and Dark Representing numbers	Spring B1- Alive in 5 Introducing zero Subitising 0 to 5 Composition of numbers 0-5 Finding one more and one less B2- Mass and Capacity	B5- Building 9 + 10 Find and represent 9 and 10 Composition of numbers to 10 One more, one less Doubles to 10 Explore even and odd Number bonds to 10	Summer B1- To 20 and Beyond Build numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond 10 Verbal counting patterns	B4- Sharing and Grouping Explore sharing Explore grouping Even and odd sharing Play with and build doubles B5- Visualise, build and map Identify units of repeating patterns Create and explore own

	day and class routines. Exploring continuous provision inside and out. Where do things belong, positional language. Autumn B1- Just like me Matching and Sorting Comparing size, mass, amounts, capacity Exploring patterns	to 5 Composition of 4,5 Shapes with 4 sides/ Time Autumn consolidation and assessment	Comparing mass and find a balance Explore and Compare capacity B3- Growing 6,7,8 Find and represent 6,7,8 Finding one more and one less Composition of 6,7,8 Making pairs- odd and even Double to 8 (find a double) (make a double) Combing two groups Conceptual subitising B4- Length, height and time Explore and compare length Explore and compare height Talk about time Order and sequence time	B6- Explore 3D shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes 3D shapes for tasks and in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment Spring Consolidation and assessment	B2- How many now? Add more- how many did I add? Take away- how many did I take away? B3- Manipulate, compose and decompose Select, manipulate and rotate shapes Explain shape arrangements Compose and decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes	pattern rules Replicate and build scenes and constructions Visualise and describe different positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations B6- Make connections Deepen understanding Patterns and relationships Summer consolidation and assessment
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Understanding the World	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. Vocabulary: computer, software, mouse, iPad, touch screen, program, technology, icon, environment, place, feature, world, City, map, weather, season, compare, similar, different, science, experiment, test, fair, find out, explain, reason, why, record, senses.					
Pre-School specific provision	Begin to make sense of their own life-story and family’s history. Continue developing positive attitudes about the differences between people. Use all their senses in hands-on exploration of natural materials. Begin to understand need to respect/ care for the natural environment/ living things.		Show interest in different occupations. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice (cook, melt, sink, float, light, dark)		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Explore how things work - explore and talk about different forces they can feel	
Reception specific provision (see separate RE planning)	Outdoor focus- Nature portraits Harvest Me, my family and my school Explore magnets Use iPad camera	Outdoor focus- leaf art Bonfire Night, Fire service visit Remembrance Day Diwali/Hanukkah Advent/Christmas Seasonal changes – Autumn Walk Explore light and colour Use iPad stopwatch app Use Beebots – basic operations	Outdoor focus- rockets and space ships Chinese New Year My village PCSO visit Compare times – looking at differences in houses, clothes, transport, toys Seasonal changes - Winter Explore changing states of matter Use of technology in home and school	Outdoor focus- house of sticks Mothering Sunday Easter Compare and contrast environments – polar regions, desert, jungle, under the sea, space Seasonal changes – Spring Explore sinking and floating Use Beebots – moving from A to B	Outdoor focus- animal dens and nests Ramadan/Eid-al-Fitr Growing – plants/humans Seasonal changes - Spring Explore balance Use digital microscope	Outdoor focus- making sea creatures out of leaves and twigs Seasonal changes - Summer Explore materials and textures (recycling) Use Beebots – following a path Rock pools Sea creatures
Expressive Arts and Design	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops					

	Vocabulary: control, lines, shapes, tools, colour mixing, print, rubbings, texture, 3D models, joining, collage materials, describe, safely, ideas, plan, creations, process, sing, song, chant, rhythm, sounds, fast, slow, follow, repeat, instrument.
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	Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Explore different materials freely, to develop their ideas about how to use them and what to make. Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Remember and sing entire songs.		Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the pitch of a tone sung by another person ('pitch match'). Use drawing to represent ideas like movement or loud noises. Develop their own ideas and then decide which materials to use to express them. Play instruments with increasing control to express their feelings and ideas		Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Create their own songs or improvise a song around one they know. Respond to what they have heard, expressing their thoughts and feelings.	
	Use templates and stencils with pencils Wax crayon rubbings Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art - sand art Model with construction kits Collage – stick Focus artists – Tony Plant(sand art), Georges Seurat (pointillism)	Use stencils with paints and sponges Print - outlines Paint – different brushes, different surfaces Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish Focus artists – John Dyer (fireworks), Piet Mondrian (primary colours, shapes)	Print – relief printing with rollers Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously taught skills and techniques independently Focus artists – Hilma af Klint (colour mixing), Henri Matisse (cut and stick collage)	Paint – wax resist Print – 3D shapes Junk model – flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently Focus artists – Paul Klee, Wassily Kandinsky (shapes)	Observational drawings Paint – using water colour paints Transient art – natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently Focus artists – Andy Goldsworthy (natural art), Emily Stackhouse (observational drawing of plants)	Malleable materials – pottery/sculpture Junk model – moving parts Sewing Consolidate and refine previously taught skills and techniques independently Focus artists – Anna Chan- shell art Guy Harvey- marine life art
P.E. (see separate PE planning)	Multi-Skills and Routines	Running and Dance	Jumping and Gymnastics	Throwing and Dance	Sending and Receiving using the Body and Gymnastics	Sending and Receiving using Equipment and Athletics

The curriculum overview provides you with an insight into children's learning. Each theme is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.

Most of the children's learning experiences are through play and an active involvement in the Curriculum