
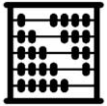



EYFS Long term plan – 2025-2026 Nursery and Reception


Nursery

Term	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	All About Me	Autumn/Celebrations	Traditional Tales/Nursery Rhymes	Let's Grow	Mini beasts Science week Teddy Bears Picnic	People who help us The sea Our Diverse world
Focus topics	Starting Nursery My new class Rules Ourselves My body My Family	Autumn Changes Celebrations Advent The Nativity	Traditional stories Favourite stories Nursery rhymes	Healthy Eating Signs of Spring Holy Week	Mini beasts Science week Teddy bears picnic Pentecost	Keeping healthy Staying safe Everyone is different
Wow moments and Key events	Dentist visit Making friends Learning the rules	Remembrance day Diwali Bonfire night Nativity Christmas Santa visit Visit to Milton Keynes Theatre	Pancake day Chinese new year Valentine's day Prince and Princess Day	World book day Mother's day St Patricks day Ramadan begins Easter bonnet competition	Teddy bears picnic Science stay and play Butterfly release Disney Day	Little City visit Den Day Father's Day Walk around the local area Multicultural day Sport's Day Pirate day
Core Texts	 	 	 	 	  	 

<p>Literacy</p> 	<p>Nursery phonics</p> <p>I can join in with stories, rhymes and songs.</p> <p>I know how to mark make through gross motor movements.</p> <p>I can listen to a story for a short time.</p> <p>I can follow simple instructions.</p>	<p>Nursery Phonics</p> <p>I know how to use story telling in my play.</p> <p>I know how to sequence and retell stories.</p> <p>I know print has a purpose.</p> <p>I recognise my name in print.</p>	<p>Nursery Phonics</p> <p>I know how to use fine motor skills.</p> <p>I mark make for purpose.</p> <p>I can recognise and match sounds.</p>	<p>RWI Nursery Phonics</p> <p>I know how to air write letters that I have been taught.</p> <p>I know how to use story vocabulary in play.</p> <p>I know some of the letters of my name and familiar others e.g. m for mum.</p>	<p>RWI Nursery Phonics</p> <p>I know the initial sound in some words.</p> <p>I know some words which rhyme.</p> <p>I know how to use new acquired vocabulary.</p> <p>I know how to use emergent writing in my play.</p> <p>I know how to write and form some letters from my name.</p>	<p>RWI Nursery Phonics</p> <p>I can attempt to orally blend CVC words.</p> <p>I know some words which rhyme.</p> <p>I know how to sequence and retell events and stories.</p> <p>I know how to use emergent writing in my play.</p> <p>I know how to and attempt to write my name.</p>
<p>Nursery Goals</p> <p>Letter formation</p> <ul style="list-style-type: none"> I can write some letters with good formation e.g. the letters from my name <p>Spelling</p> <ul style="list-style-type: none"> I can orally segment single sounds CVC words e.g. c-a-t I can say the initial sounds in most words. <p>Composition</p> <ul style="list-style-type: none"> I apply print knowledge to my emergent writing I can write my own name. 						

<p>Mathematics</p> 	<p>I know how to subitise up to 2</p> <p>I know numbers past 5</p> <p>I know how to make comparisons between objects – size, length, weight and capacity.</p> <p>I know how to use shapes for building thinking about their properties e.g. flat sides for stacking.</p> <p>I know how to spot patterns and talk about them e.g. stripes on a scarf.</p>	<p>I know how to experiment with symbols and marks.</p> <p>I know numerals and amounts to 3.</p> <p>I know how to count to 3.</p> <p>I know how to use shapes for building thinking about the properties of shapes e.g. flat sides for stacking.</p> <p>I know how to describe familiar routes.</p> <p>I know how to discuss routes and locations positional language.</p>	<p>I know how to make comparisons between objects related to size, height and length.</p> <p>I know how to compare capacity.</p> <p>I know how to make comparisons between quantities.</p> <p>I know to say one number name for each item.</p> <p>I know you can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/triangle/on top of each other) and recognise it.</p>	<p>I know how to use patterns – use patterned story.</p> <p>I know how to create and extend ABAB patterns.</p> <p>I know how to combine shapes to make new ones e.g. a bridge/arch/bigger square etc.</p> <p>I know 'finger' numbers to 5.</p>	<p>I know how to count, order. Recognise and use numbers to 5.</p> <p>I know how to subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>I know how to make comparisons between objects – 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>I know how to solve real world problems.</p> <p>I know the language of more and fewer.</p> <p>I know how to experiment with own symbols and marks.</p> <p>I know how to identify, explain, continue and create patterns.</p> <p>I know how to sequence events using time language e.g. first, next, then.</p>
<p>Nursery Goals</p> <p>Numbers to Five</p> <ul style="list-style-type: none"> I can count, order, recognise and use numbers to 5. <p>Subitise</p> <ul style="list-style-type: none"> I can subitise up to 3 objects (recognise up to 3 objects quickly without counting) <p>Comparing</p> <ul style="list-style-type: none"> I can compare quantities using vocabulary of greater, less, more, fewer and the same. 						

<p>Communication and Language</p> 	<p>I know how to use talk with familiar adults and peers creating sentences in play.</p> <p>I know how to follow instructions.</p> <p>I know how to answer questions (what, who, where, when)</p>	<p>I know how to use short sentences to explain.</p> <p>I know how to listen to stories and songs with interest and engagement.</p> <p>I know how to use a wide range of words appropriately and in context.</p>	<p>I know how to join in with familiar stories and rhymes.</p> <p>I know how to use different vocabulary including scientific and linked to stories.</p> <p>I know how to show understanding of 'why' questions.</p>	<p>I know how to respond appropriately when questioned.</p> <p>I know how to pose my own simple questions to find out more.</p> <p>I know how to use developed vocabulary.</p> <p>I know how to join in and recall stories with repetition.</p>	<p>I know how to take turns to speak in conversation.</p> <p>I know how to explore the use of conjunctions to connect ideas.</p> <p>I know how to use language to explain, retell and describe.</p>	<p>I know how to respond to a range of question types – particularly link to 'why' questions.</p> <p>I know how to express a point of view.</p> <p>I know how to develop a wide range of vocabulary – scientific and descriptive.</p>
<p>Nursery Goals</p> <p>Speaking</p> <ul style="list-style-type: none"> • Explain, describe, recount and retell using recently introduced vocabulary • Use a sentence of 4-6 words • Use connectives to link words and sentences e.g. and, because, or <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively to stories, songs and rhymes and respond by joining in • Understand and respond to two- and three-part instructions and why questions • Start a conversation and take it in turns to speak. 						


<p>Physical Development</p> 	<p>I know how to use fundamental movement skills e.g. run, jump, hop.</p> <p>I know how to use my core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>I know my dominant hand and can use it for pencil control</p>	<p>I know how to negotiate space and obstacles safely.</p> <p>I know how to use different movement styles to match situations e.g. crawling through tunnels etc.</p> <p>I know how to use a range of tools effectively including pencils and scissors.</p>	<p>I know how to use strength, balance and co-ordination and experiment and use different ways of moving – bikes/scooters etc.</p>	<p>I know how to use different ways of moving.</p> <p>I know how to make large scale movements and balance.</p> <p>I know how to use one handed tools and equipment.</p>	<p>I know how to use a range of small tools effectively – drawing with accuracy.</p> <p>I know the skills needed to get through the nursery day e.g. lining up.</p> <p>I know how to use a comfortable pencil grip.</p>
<p>Nursery Goals</p> <p>Healthy living and hygiene</p> <ul style="list-style-type: none"> • I can use the toilet (including hygiene) and am usually dry throughout the day. • I can make healthy choices <p>Gross motor skills</p> <ul style="list-style-type: none"> • I can balance (balance bikes, scooters, climbing) • I can skip, hop and stand on one leg • I can use large scale muscle movements <p>Fine motor skills</p> <ul style="list-style-type: none"> • I can use one handed tools confidently • I can use a comfortable grip with good control when using pencils. 						


Personal, Social and Emotional Development



I know nursery's rules and responsibilities.	I know how to be a good friend.	I know how to use my independence.	I know the names of feelings.	I know how others are feeling.	I know how to maintain relationships and friendships.
I know about healthy lifestyles (inc. teeth, food, exercise)	I know how to work with a peer and build play.	I know how to select and use resources.	I know how to manage my personal hygiene in terms of hand washing, toileting etc.	I know how to follow rules	I know ways to solve conflicts and rivalries.
	I know how to contribute to a sense of community.	I know how to show more confidence in new social situations.			


<p>Nursery Goals</p> <p>Self-regulation</p> <ul style="list-style-type: none"> Starting to identify feelings and follow rules <p>Building relationships</p> <ul style="list-style-type: none"> Form positive relationships with adults and peers through cooperation <p>Managing self</p> <p>Handling new social experiences</p>

<p>Understanding the World</p> 	<p>I know my own life story.</p> <p>I know the names of different occupations.</p> <p>I know how to talk about what I see using a wide vocabulary.</p>	<p>I know how differences between people and use positive language to discuss these.</p>	<p>I know the need to respect and care for the natural environment and all living things.</p> <p>I know that there are different countries in the world and talk about photos and my experiences.</p>	<p>I know the key features of the life cycle of an animal.</p> <p>I know how to use all my sense in hands on exploration of natural materials.</p>	<p>I know how to plant seeds and care for growing plants.</p> <p>I know the key features of the life cycle of a plant.</p> <p>I know how to sue all my senses in hands on exploration of natural materials.</p>	<p>I know how to use all my sense in hands on exploration of natural materials.</p> <p>I know how things work and why things happen.</p>
<p>Nursery Goals</p> <p>Past and Present</p> <ul style="list-style-type: none"> I can talk about some of my own and my family's history (grandparents, parents etc) <p>People, Culture and Communities</p> <ul style="list-style-type: none"> I can talk about the differences I have seen in people, countries and communities <p>The Natural world</p> <ul style="list-style-type: none"> I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants. 						

<p>Expressive Arts and Design</p> 	<p>I know how to explore the use of colour and design.</p> <p>I know how to explore tools and their uses.</p> <p>I know colours have names.</p>	<p>I know how to invent and adapt stories through their role play and small world play.</p> <p>I know and sing entire songs.</p> <p>I know colours can be mixed to create other colours.</p>	<p>I know how to use props and materials in the role play area to re-create well known stories.</p> <p>I know and perform songs and stories and pitch match songs.</p> <p>I know how to draw with accuracy.</p> <p>I know tools have a purpose and I select them carefully.</p>	<p>I know how to create my own designs and select materials.</p> <p>I know how to adapt designs.</p> <p>I know how to join materials together.</p>	<p>I know how to perform and create poems, songs and stories and play instruments.</p> <p>I know to invent and adapt stories through my role play and small world play.</p> <p>I know how to use the textures of materials in my designs.</p>	<p>I know how to use a range of tools.</p> <p>I know my personal preferences for design.</p> <p>I know why I have used selected materials and tools in my designs.</p> <p>I know how to use pencil and tool control to create complex and details pictures.</p> <p>Consolidation and depth of skills and knowledge.</p>
<p>Nursery Goals</p> <p>Creating with materials</p> <ul style="list-style-type: none"> I can use a range of art materials, joining and colour mixing purposefully and freely. <p>Music</p> <ul style="list-style-type: none"> I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> I can start to develop my own stories linked to what I know through role and small world play. 						

Reception

Term	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme	Magical Me!	The World Around Me	Traditional Tales	Let's Celebrate	Our Wonderful Wildlife	The UK verses...
Focus topics	Starting School My new class Rules Ourselves My body My family Feelings Superhero Day Diwali	The seasons Poppy Day Celebrations Advent The Nativity Christmas	Traditional stories Fantastical settings Emotions Resilience	Chinese New Year Mother's Day Easter St Patricks Day	Growing St Georges Day Lifecycle of a butterfly Bees Insect vs Spider	UK verses Australia UK verses the Artic UK versus the Rainforest Land verses Sea
Wow moments and Key events	Dentist visit Making friends Learning the rules Superhero Day Diwali	Remembrance Day Bonfire night Nativity Christmas Santa visit Visit to Milton Keynes Theatre	Pancake day Valentine's day Masquerade Ball Day	World book day Chinese New Year Mother's Day St Patricks day Easter Eggstravaganza Trip to the Farm	Bee Day St George's Day	Little City visit Father's Day Sport's Day Celebrating Summer day Balancing Lakes trip
Core Texts						

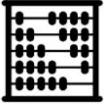
<p>Literacy</p> <p>Comprehension</p> 	<p style="text-align: center;">1</p> <p style="text-align: center;">Listening to stories</p> <ul style="list-style-type: none"> • Joining in with rhymes and showing an interest in stories with repeated refrains. • Environment print • Having a favourite story/rhyme • 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. • Sequencing familiar stories through the use of pictures to tell the story. • Recognising initial sounds. Name writing activities • Engage in extended conversations about stories, learning new vocabulary. 	<p style="text-align: center;">2</p> <p style="text-align: center;">Beginning to retell stories</p> <ul style="list-style-type: none"> • Retell stories related to events through acting/role play • Retelling stories using images • Sequence story -use vocabulary of beginning middle and end • Blend sounds into words, so that they can read short words made up of known letter/ sound correspondence • Enjoys an increasing range of books • Using imagination to extend stories as to what could happen next – Drawing Club 	<p style="text-align: center;">3</p> <p style="text-align: center;">Retelling stories with the recently introduced vocabulary</p> <ul style="list-style-type: none"> • Making up stories with themselves as the main character. • Encourage children to record stories through picture drawing/ mark making • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Read a few common exception words matched to RWI. • Ensure home reading books match their phonic knowledge • Using recently introduced vocabulary during discussions about stories and during role play. 	<p style="text-align: center;">4</p> <p style="text-align: center;">Building fluency and understanding</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Using vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. • World book day activities 	<p style="text-align: center;">5</p> <p style="text-align: center;">Explaining the stories they have listened to or have read themselves.</p> <ul style="list-style-type: none"> • Retell a story with actions and or picture prompts as part of a group. • Use story language when acting out a narrative • Rhyming words • Can explain the main events of a story • Can draw pictures of characters/ events/setting in a story. May include labels, sentences or captions. • Information leaflets about animals in the garden/plants and growing. • Sequencing of how plants grow. 	<p style="text-align: center;">6</p> <p style="text-align: center;">Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> • Can draw pictures of characters/ event/setting in a story. • Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions • Make predictions. • Fiction and non-fiction: beginning to understand that a non-fiction is a nonstory, it gives information instead. Fiction means a story. • Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
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<p>Literacy – Word reading</p>	<p>Linking sounds to letters</p> <p>Phonic sounds: RWI set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall</p> <ul style="list-style-type: none"> • help children to read the sounds speedily. • Ensure books are consistent with their developing phonic knowledge. • Exception words (Red words). 	<p>Begin to read words by sound blending.</p> <p>Phonic sounds: RWI Whole class.</p> <p>Reading: Blending CVC sounds, rhyming, knows that print is read from left to right.</p> <ul style="list-style-type: none"> • Spotting diagraphs in words- Show children how to touch each finger as they say each sound. For exception words such 'the; and 'said', help children identify the sound that is tricky to spell. 	<p>Introducing special friends.</p> <p>Phonic sounds: RWI Ditties.</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settlings. Help children to become familiar with letter groups such as 'th', 'sh', 'ch', 'qu', 'ng', 'nk'</p> <ul style="list-style-type: none"> • Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'bang', 'wink', 'quiz' 	<p>Begin to read simple sentences.</p> <p>Phonic sounds: RWI Differentiated groups</p> <p>Reading: Story structure – beginning, middle and end. Innovating and retelling stories to an audience, non-fiction books.</p> <ul style="list-style-type: none"> • Listen to children read some longer words made up of letter sounds correspondences they know: 'dress', 'himself', 'jumping'. 	<p>Read and understand simple sentences</p> <p>Phonic sounds: RWI Differentiated groups</p> <p>Reading: Non-fiction texts, Internal blending, naming letters of the alphabet.</p> <ul style="list-style-type: none"> • Distinguishing capital letters and lower case letters. • Compound words eg. postman, toothbrush, lipstick. 	<p>Reading and understanding sentences with fluency including some common exception words.</p> <p>Phonic sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently-Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <ul style="list-style-type: none"> • 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.
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<p>Literacy – Writing</p>	<p>Representing name and initial letter sounds</p> <ul style="list-style-type: none"> • Dominant hand, tripod grip and strengthening grip and pressure, mark making, giving meaning to marks and labelling. • Writing initial sounds and simple CVC words. • use initial sound to label characters/ images • writing messages • practicing correct letter formation (follow handwriting scheme) 	<p>Writing CVC words</p> <ul style="list-style-type: none"> • Name writing • Labelling using initial sounds • Story scribing in Drawing Club • Retelling stories in writing areas • Sequencing the story • Practicing correct letter formation (follow handwriting scheme) 	<p>Caption writing and tricky words</p> <ul style="list-style-type: none"> • Writing some of the tricky words such as I,me,my, like, to, the. • writing CVC words • Labels using CVC, CVCC, CCVC words. • Begin to write captions • Guided writing based around developing short sentences in a meaningful context • Create a story board • Practicing correct letter formation (follow handwriting scheme) 	<p>Begin to write simple captions. ‘Hold and write a caption’</p> <ul style="list-style-type: none"> • Creating own story maps, writing captions and labels, writing simple sentences “A red cat”. • writing short sentences to accompany story maps • labels and captions • Write a sentence • Ensuring correct letter formation (follow handwriting scheme) 	<p>Writing simple sentences</p> <ul style="list-style-type: none"> • Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use fingers spaces. • form lower-case correctly • Rhyming words • Write phrases/ sentences • Ensuring correct letter formation (follow handwriting scheme) 	<p>Writing simple sentences and phrases that can be read by others.</p> <ul style="list-style-type: none"> • Story writing, writing sentences using a range of tricky words that are spelt correctly • Beginning to use full stops, capital letters and fingers spaces • Using familiar texts as a model for writing own stories • Writing three simple sentences • Using correct letter formation (follow handwriting scheme)
	<p>Reception ELG</p> <p>Comprehension</p> <ul style="list-style-type: none"> • 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 <p>Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 diagraphs • 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 exceptions words <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters most of which are correctly formed 					

- | | |
|--|---|
| | <ul style="list-style-type: none">• 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. |
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Mathematics
White Rose Maths



Match Sort & Compare

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts

Talk About Measures & Patterns

- Compare size
- Compare mass
- Compare capacity
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns

It's Me 1,2,3

- Find 1,2 and 3
- Subitise 1,2 and 3
- Represent 1,2 and 3
- 1 more
- 1 less

Circles and Triangles

- Identify and name circles and triangles
- Compare circles and triangles
- Shapes in the environment
- Describe position

1,2,3,4,5

- Find 4 and 5
- Subitise 4 and 5
- Represent 4 and 5
- 1 more
- 1 less
- Composition of 4 and 5
- Composition of 1-5

Shapes with 4 sides

- Identify and name shapes with 4 sides
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

Alive in 5

- Introduce 0
- Find 0-5
- Subitise 0-5
- Represent 0-5
- 1 more
- 1 less
- Composition
- Conceptual subitising to 5

Mass and Capacity

- Compare mass
- Find a balance
- Explore capacity
- Compare capacity

Growing 6,7,8

- Find 6,7 and 8
- Represent 6,7 and 8
- 1 more
- 1 less
- Composition of 6,7 and 8
- Make pairs – odd and even
- Double to 8 (find a double)
- Double to 8 (make a double)

Length, Height & Time

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence time

Building 9 & 10

- Find 9 & 10
- Compare numbers to 10
- Represent 9 & 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Composition to 10
- Make arrangements of 10
- Bonds to 10 (3 parts)
- Doubles to 10 (find a double)
- Doubles to 10 (make a double)
- Explore even and odd

Explore 3D Shapes

To 20 and beyond Addition and subtraction within 10:

- [Build numbers beyond 10 \(10-13\)](#)
- [Continue patterns beyond 10 \(10-13\)](#)
- [Build numbers beyond 10 \(14-20\)](#)
- [Continue patterns beyond 10 \(brackets 14-20\)](#)
- [Verbal counting beyond 20](#)
- [Verbal counting patterns](#)

How Many Now?

- [Add more](#)
- [How many did I add?](#)
- [Take away](#)
- [How many did I take away?](#)

Manipulate, Compose & Decompose

- [Select shapes for a purpose](#)
- [Rotate shapes](#)
- [Manipulate shapes](#)
- [Explain shape arrangements](#)

Sharing & Grouping Have a deep understanding of numbers within 10:

- [Explore sharing](#)
- [Sharing](#)
- [Explore grouping](#)
- [Grouping](#)
- [Even and odd sharing](#)
- [Play with and build doubles](#)

Visualise, Build & Map

- [Identify units of repeating patterns](#)
- [Create own pattern rules](#)
- [Explore own pattern rules](#)
- [Replicate and build scenes and constructions](#)
- [Visualise from different positions](#)
- [Describe positions](#)
- [Give instructions to build](#)
- [Explore mapping](#)
- [Represent maps with models](#)
- [Create own maps from familiar places](#)

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	<ul style="list-style-type: none"> • Composition of 1,2 and 3 		<ul style="list-style-type: none"> • Combine two groups • Conceptual subitising 	<ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<ul style="list-style-type: none"> • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes 	<ul style="list-style-type: none"> • Create own maps and plans from story situations <p>Making Connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships <p>Consolidation</p> <ul style="list-style-type: none"> • Explore numbers and strategies <ul style="list-style-type: none"> • Recognise and extend patterns. Apply number, shape and measures knowledge. • Count forwards and backwards. • Numbers to 10: <ul style="list-style-type: none"> • One more one less • Estimate and counting • Grouping and sharing • Odd numbers and even numbers • Subitise up to 5 • Verbally count beyond 20
Reception ELG						

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Number

- Have a deep understanding of a number to 10, including the composition of each number
- Subitise
- 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

Numerical patterns


- Verbally count beyond 20, recognising the patterns 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.

Communication and language is developed through the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.

<p>Communication and Language</p> 	<ul style="list-style-type: none"> • Settling in activities and carpet times • Singing nursery rhymes • The zones of regulations • Adults modelling language throughout the day “thank you”, “Good morning”, “How are you?”, “Please could you pass me..?” • Individual speech assessment • <u>Use ‘Tell a friend’</u> • <u>Show and Share</u> 	<ul style="list-style-type: none"> • Share children’s experiences of festivals and celebrations, talking about share experiences (e.g. Christmas) • Sing songs – Nativity and Christmas songs • Listening to stories and developing key vocabulary • Providing opportunities for good listening skills • <u>Use ‘Tell a friend’</u> • <u>Show and Share</u> 	<ul style="list-style-type: none"> • Listen to stories to build familiarity, understanding and increase vocabulary • Ability to speak in sentences using language to develop relationships • retelling a story using story language • Asking how and why questions • <u>Use STEM sentences during circle time</u> • <u>Use ‘Tell a friend’</u> • <u>Show and Share</u> 	<ul style="list-style-type: none"> • Sustained focus when listening to a story • Describing events in detail using connectives • understanding and using question words such as what, when, where, who.... • <u>Use STEM sentences during circle time</u> • <u>Use ‘Tell a friend’</u> • <u>Show and Share</u> 	<ul style="list-style-type: none"> • Retelling stories with an increased knowledge of story language and vocabulary • Relate the stories they have listened in t-heir lives and their role play • Sharing own experiences, elaborate on understanding of topics learnt. • <u>Use STEM sentences during circle time</u> • <u>Use ‘Tell a friend’</u> • <u>Show and Share</u> 	<ul style="list-style-type: none"> • Able to talk about own abilities in positive way • Sharing own experiences – elaborate on understanding of topics learnt • Make up their own stories with beginning, middle and end • Innovate stories confidently • Being about to provide a comment and reason • Use STEM sentences during circle time • <u>Use ‘Tell a friend’</u> • Show and share
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<p>Reception ELG</p> <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 conversations when engaged in back-and-forth exchanges with their teacher and peers <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.

Physical Development	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills
	<ul style="list-style-type: none"> Cooperation games i.e. parachute games Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Ribbon dancing. Negotiate space and obstacles safely- Write dance- P.E Syllabus – Focus: –feet. Undressing and dressing for P.E and Dance 	<ul style="list-style-type: none"> Crates play – climbing Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balances sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes. Ribbon dancing. Negotiate space and obstacles safely. Write dance Undressing and dressing for P.E and Dance 	<ul style="list-style-type: none"> Ball skills – aiming, dribbling, pushing, throwing, catching, patting and kicking Provide a wide range of activities to support a broad range of abilities Ribbon dancing- Negotiate space and obstacles safely, with consideration for themselves and others P.E Syllabus – Focus: Focus– high, low, over, under. Undressing and dressing for P.E and Dance 	<ul style="list-style-type: none"> Balance – children moving with confidence dance related activities. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Ribbon dancing – develop strength, balance and coordination P.E Syllabus – Focus: Focus– games for understanding. Undressing and dressing for P.E and Dance 	<ul style="list-style-type: none"> Obstacle activities children moving over, under, through and around equipment- Encourage children to be highly active and get out of breath several times every day- Provide opportunities for children to spin, rock, tilt, fall, slide and bounce- Dance/moving to music Ribbon dancing – develop strength, balance and coordination- Gymnastics/balance P.E Syllabus – Focus: Focus– movement. Undressing and dressing for P.E and Dance 	<ul style="list-style-type: none"> Races/team games involving gross motor movements dance related activities. Weekly dance sessions in the hall. Ball skills – throwing and catching. P.E Syllabus – Focus: Focus– rockets, balls, bats and balloons. Undressing and dressing for P.E and Dance
	Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor:

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	<ul style="list-style-type: none"> • Dough disco • Hold a pencil effectively • Threading, cutting, weaving, playdough, Finger Gym activities. • Manipulate objects with good fine motor skills. • Develop muscle tone to put pencil pressure on paper. • Show preference for dominant hand. • Draw lines and circles using gross motor movements. • Hold pencil/paint brush beyond whole hand grasp. • Pencil grip – encourage tripod grip. • <u>Teach and model correct letter formation.</u> • <u>Scissor grip and control</u> 	<ul style="list-style-type: none"> • Dough disco • <u>Hold a pencil effectively</u> • <u>Daily name writing/ CVC writing activities</u> • Threading, cutting, weaving, playdough, Finger Gym activities. • <u>Use tools to effect changes to materials.</u> • <u>Develop muscle tone to put pencil pressure on paper.</u> • Show preference for dominant hand. • <u>Engage children in structured activities: guide them in what to draw, write or copy.</u> • <u>Teach and model correct letter formation.</u> • <u>Cut along a straight line with scissors/start to cut along a curved line, like a circle/ draw a cross.</u> • <u>Scissor grip and control</u> 	<ul style="list-style-type: none"> • Dough disco • <u>Hold a pencil effectively</u> • <u>Daily name writing/ CVC writing activities</u> • Threading, cutting, weaving, playdough, Finger Gym activities. • Begin to form letters correctly. • Handle tools, objects, construction and malleable materials with increasing control. • Encourage children to draw freely. Holding small items/buttons clothing/cutting with scissors. • Draw pictures that are recognisable/ build things with smaller linking blocks such as Duplo or Lego. • <u>Cut along a straight line with scissors/start to cut along a curved line, like a circle/ draw a cross.</u> 	<ul style="list-style-type: none"> • Dough disco • <u>Hold a pencil effectively</u> • <u>Daily name writing/ CVC writing activities</u> • Threading, cutting, weaving, playdough, Finger Gym activities. • Hold pencil effectively with comfortable grip and pressure on paper. • <u>Forms recognisable letters most are correctly formed.</u> • <u>Scissor grip and control</u> • <u>Cut along a straight line with scissors/start to cut along a curved line, like a circle/ draw a cross.</u> 	<ul style="list-style-type: none"> • Dough disco • <u>Hold a pencil effectively</u> • <u>Daily name writing/ CVC writing activities</u> • Threading, cutting, weaving, playdough, Finger Gym activities. • Develop pencil grip and letter formation continually. • <u>Use one hand consistently for fine motor tasks.</u> • <u>Cut along a straight line with scissors/start to cut along a curved line, like a circle/ draw a cross.</u> • <u>Scissor grip and control</u> 	<ul style="list-style-type: none"> • Hold a pencil effectively • Threading, cutting, weaving, play dough • Fine motor activities • Form letters correctly • Scissor grip and control • <u>Draw detailed pictures that are recognisable eg. a person with head and body, arms, legs, face and hair.</u> • <u>Scissor grip and control</u>
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			<ul style="list-style-type: none"> • <u>Scissor grip and control</u> • 			
	<p>Reception ELG</p> <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, paintbrushes and cutlery • Begin to show accuracy and care when drawing 					

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Self-Regulation: Throughout the year children will 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.

- Controlling own feeling and behaviours.
- Able to ignore distractions.
- Behaving in ways that are socially acceptable.
- Able to concentrate on a task.
- Thinking before acting.
- The ability to persist and persevere.
- Applying personalised strategies to return to a state of calm.
- Able to curb impulsive behaviours.

Personal, Social and Emotional Development



Managing Self:
New Beginnings.

- See themselves as a valuable individual.
- Being me in my world.
- Class rule Rules and Routines.
- Supporting children to build relationships.
- What makes a good friend?

Managing Self:
Getting on and falling out.

- How to deal with anger emotions.
- Self-confidence.
- Celebrating differences.
- Build constructive and respectful relationships.
- Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

Managing Self:
Good to be me. Feelings. Learning about qualities and differences.

- Identify and moderate their own feelings socially and emotionally.
- Zones of regulation.
- Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.
- Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up

Democracy and Rule of Law:

- Having a voice
- Making it fair
- Shared responsibility
- Right and wrong.
- Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.

Individual Liberty, Mutual Respect and Tolerance:

- Feelings.
- Understanding how we feel.
- Following a crowd.
- Understanding everyone is different.
- Celebrating differences.
- All are welcome.

Managing Self:

- Taking part in sports day.
- Winning and losing.
- Changing me – Look how far I’ve come!
- Transition to year 1.
- Friendship conflict resolution.

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			<u>after ourselves and so on.</u>			
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					

Reception ELG**Self regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- 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.

Seasonal Change:

Understanding of community, cultures and people through diverse books and stories.

Understanding the World	Magical Me	The World Around Me	Traditional Tales	Let's celebrate	Our Wonderful Wildlife	The UK verses
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Who is in my family? Name and describe people who are familiar to them. • Commenting on photos of their family – naming who they can see and of what relation they are to them. • Can talk about what they do with their family and places they have been with their family. • Name and describe people who are familiar to them. • Ourselves – (links to changes from a baby to a child). • Talk about members of their immediate family and community. • Exploring what makes a family. The 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Links to festivals: Bonfire night, Diwali, Christmas. • Can talk about what they have done with their families during Christmas in the past. • Seasonal changes – focusing on Autumn time. • Describing their environment around them. • Discuss cultural events: <ul style="list-style-type: none"> - Bonfire night - Diwali - Remembrance Sunday - Christmas • Role play – Santa's workshop/post office. • Christmas performance. 	<ul style="list-style-type: none"> • <i>Compare and contrast characters from stories, including figures from the past.</i> • Comment on images of familiar situations in the past. • Celebrating our differences; recognise that people have different beliefs and celebrate special times in different ways. • Discuss Chinese New Year – how is it celebrated? How is it different to New Year in England? • Significant cultural events: <ul style="list-style-type: none"> - Pancake Day - Easter - Mother's Day • Understand that some places are special to members of their community. • Role play – cottage. 	<ul style="list-style-type: none"> • Begin to show an understanding of events that happened in the past. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Use world maps to show children where some stories are based. (eg. Pete the cat and <u>T</u>he great leprechaun chase). • Easter Eggstravaganza. • Visit to Thrift Farm – new life. • Discuss Seasons, focussing on Spring time. • Explore differences and changes over time – weather, animals and plants. 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now drawing on their experiences and what has been taught in class. • St George's Day. • Use maps to explore Great Britain. • Developing maps of the local area. Draw information from a simple map. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Care and concern for living things. • Planting sunflowers, beans and other flowers. 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describing their local habitat and a contrasting country. What are the similarities and differences? • Celebrating Summer Day. • Role play – café. • Trip to Balancing Lakes. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this 	

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	<p>varying members of a family unit.</p> <ul style="list-style-type: none"> Show interest in different occupations. People who help us. Continue developing positive attitudes about the differences between people. Role play – Doctor’s Surgery. Superhero Day. 	<ul style="list-style-type: none"> Explore the natural world around them Describe what they see, hear and feel whilst outside. Use all senses in hand on exploration of natural materials. 	<ul style="list-style-type: none"> Masquerade Ball. Discuss Seasons, focussing on Winter time. Explore differences and changes over time (weather, animals and plants). <u>Talk about what they see in their own natural environment, using a wide vocabulary.</u> <u>Baking – reversible and irreversible changes</u> <u>Exploring our senses</u> 	<ul style="list-style-type: none"> Look at animals and their habitats (where animals live). Create opportunities to discuss how we care for the natural world around us. Explore non-fiction books about the artic environment and animals. 	<ul style="list-style-type: none"> Observing minibeasts. Looking after the caterpillars. Bee Day. Role play – Garden Centre. 	<p>country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> 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. Discuss Seasons, focussing on Summer time. Explore differences and changes over time – weather, animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Recognise some environments that are different to the one in which they live. Explore the natural world around them,
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						<p>making observations and drawing pictures of animals and plants (nature walk).</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Melting ice experiments. • Compare and contrast seasons in different countries (Africa and UK). • Discuss art and safari animals.
<p>Reception ELG</p> <p>People, Culture and Communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>Past and Present:</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						

The Natural World:

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the reasons and changing states of matter.

Expressive Arts and Design	Creating with Materials: <ul style="list-style-type: none"> • Self-portraits. • Use of the continuous provision and how to use the paint and creative areas. • Autumn pictures. • Mixing colours and exploring textures. • Model safety with tools and other equipment. 	Creating with Materials: <ul style="list-style-type: none"> • Linking colours to festivals. • Making and designing firework pictures, rocket models. • Listen to music and make their own dances in response. • Make Christmas decorations, Christmas cards, Divas. • Model safety with tools and other equipment. 	Creating with Materials: <ul style="list-style-type: none"> • Manipulating materials to make props, masks, puppets, characters in fairy tales. • Use a variety of materials to join. • Winter pictures and scenes. • Chinese New Year – lanterns. • Encourage independence of using tools safely and other equipment. 	Creating with Materials: <ul style="list-style-type: none"> • Making animal masks/puppets. • Looking at art from other cultures. • Create camouflage collage of animals and animal prints. • Spring pictures. • Encourage independence of using tools safely and other equipment. 	Creating with Materials: <ul style="list-style-type: none"> • Weave a range of materials (wool/ ribbon/string/wires). • Collage with natural materials. • Observational drawings of plants/ flowers. • Flower artwork. • Independence with using tools and equipment safely. 	Creating with Materials: <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative and Expressive: <ul style="list-style-type: none"> • Singing songs and learning some familiar songs – Harvest songs. • Role play – home corner and Doctor’s Surgery. • Small world play. 	Being Imaginative and Expressive: <ul style="list-style-type: none"> • Singing songs and learning some familiar songs – Christmas songs. • Performing the Nativity. • Role play – home corner (enhanced with Christmas). • Role play – Santa’s workshop and <u>P</u>ost <u>O</u>ffice. 	Being Imaginative and Expressive: <ul style="list-style-type: none"> • Singing songs and learning some familiar songs. • Role play – home corner – enhanced with fairy tales). • Role play – cottage. • <u>Chinese New Year songs.</u> • <u>Role play – cottage.</u> • 	Being Imaginative and Expressive: <ul style="list-style-type: none"> • Singing songs and learning some familiar songs – Easter songs. • Role play – Desert to Garden. 	Being Imaginative and Expressive: <ul style="list-style-type: none"> • Singing songs and learning some familiar songs. • Role play – Garden Centre. 	Being Imaginative and Expressive: <ul style="list-style-type: none"> • Singing songs and learning some familiar songs – seaside/sea songs. • 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

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						stories with others, and, when appropriate, try to move in time with music.
<p>Reception ELG</p> <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 functions. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing. <p>Being imaginative and creative</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. 						

