



# EYFS Long Term Plan

## Over Arching Principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.

**Enabling Environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

*Young children learn best through first-hand experience and when they are interested and motivated to learn, they develop a love of learning. We aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of learning opportunities. Ultimately, we help children today to prepare for their tomorrow.*

*At Sharow CE Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS settings has an underlying ethos of 'learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

## At Sharow CE Primary school "We promise to flourish together".

## Our Vision and Values

When we flourish, we:

- Are healthy in body and mind
- Have flair
- Have a love of learning
- Are resilient and possess self-belief
- Recognise our own successes
- Experience positive relationships
- Are inquisitive, active learners
- Have the confidence to shine and grow







Our vision is lived out through our Christian values of

- **Community**
- **Courage**
- **Creativity**
- **Forgiveness**
- **Joy**
- **Love**
- **Respect**

We make our promise, as God made his, and use the symbol of the rainbow to remind us; just like in the story of Noah's Ark in the Bible.

*Genesis 9:17*




<p><b>COEL</b></p>	<p>Woven throughout all areas of our curriculum are the characteristics of effective learning, which help us to monitor whether children are engaged, motivated and thinking, therefore learning. We regularly consider how our interactions, positive relationships and enabling environments provide opportunities for children to develop these alongside the prime areas of learning.</p> <ul style="list-style-type: none"> <li>• <b>Playing and Exploring</b> - children investigate and experience things and 'have a go'</li> <li>• <b>Active Learning</b> - children concentrate and keep on trying even if they encounter difficulties, and enjoy their achievements</li> <li>• <b>Creating and Thinking Critically</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul>					
<p>Overview of sequence of learning - progression of skills and knowledge.</p>	<p>We understand that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally, however, have planned the sequence of learning below based on typical expected development. This is in addition to our own bespoke planned activities which will excite and inspire our children and 'key knowledge' we would like our children to remember. We value repetition greatly and there is evidence of this within this long-term plan. This is purposeful to ensure children embed language, understanding, skills and knowledge and apply these within a range of contexts.</p>					
<p><b>Term</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Theme</b></p>	<p><i>Marvellous Me!</i></p> 	<p><i>Let's Celebrate!</i></p> 	<p><i>Once Upon a Time... (Fairy tales)</i></p> 	<p><i>Out of this World!</i></p> 	<p><i>Amazing Animals</i></p> <p><b>AMAZING ANIMALS</b> <b>BIG AND SMALL</b></p> 	<p><i>"Oh, I do like to be beside the Seaside"</i></p> 



<p><b>Focus Topics</b></p> <p>(Please note, these may be adapted to follow children's particular interests and these updates will be noted within our weekly planning)</p>	<p><i>All about me:</i></p> <p><i>My Body</i></p> <p><i>My Family</i></p> <p><i>My Feelings</i></p> <p><i>Autumn / Seasons</i></p> <p><i>Harvest Time</i></p>	<p><i>Remembrance Day</i></p> <p><i>Diwali</i></p> <p><i>Birthdays</i></p> <p><i>Christmas</i></p> <p><i>Nativity</i></p>	<p><i>Goldilocks and the Three Bears</i></p> <p><i>The Gingerbread Man</i></p> <p><i>The Three Little Pigs</i></p> <p><i>Spring time</i></p>	<p><i>Space &amp; Rockets</i></p> <p><i>Planets &amp; Aliens</i></p> <p><i>Who is Neil Armstrong?</i></p> <p><i>Moon Landing</i></p> <p><i>Easter</i></p>	<p><i>Habitats</i></p> <p><i>Life Cycles</i></p> <p><i>Animals- Big &amp; Small</i></p> <p><i>Taking care of animals</i></p> <p><i>Summer time</i></p>	<p><i>At Sea- Pirates</i></p> <p><i>In the Sky- Transport &amp; Holidays</i></p> <p><i>In the Ground- Digging for fossils-Dinosaurs</i></p>
<p><b>Cross-curricular links</b></p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Basic parts of the human body</li> <li>• Seasonal Changes</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Weather patterns</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Significant events</li> <li>• Events beyond living memory</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Everyday Materials</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Key human &amp; physical features</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Earth and Space</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Significant individuals and events</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Animals, Life Cycles &amp; habitats</li> <li>• Plants</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Maps / Atlas / Globes</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory</li> <li>• Significant individuals and events</li> </ul>




<p><b>'WOW' Moments/ Enhancements</b></p>	<ul style="list-style-type: none"> <li>• Harvest Festival</li> <li>• 'Autumn treasures' walk- Visit our local woods-what signs of Autumn can we see?</li> <li>• Dentist Visit</li> <li>• Autumnal soup</li> <li>• Make a bird feeder</li> </ul>	<ul style="list-style-type: none"> <li>• Putting crosses on war graves at our local church</li> <li>• Visit from Santa!</li> <li>• Christmas lunch &amp; Party!</li> <li>• Christmas Carols around the tree</li> <li>• Nativity Play</li> <li>• Diwali workshop</li> </ul>	<ul style="list-style-type: none"> <li>• School visit to Studfold Farm Adventure/ Stockeld Park</li> <li>• Winter Walk</li> <li>• Baking - A Gingerbread Man</li> <li>• Porridge tasting</li> <li>• Safer Internet Day</li> </ul>	<ul style="list-style-type: none"> <li>• Easter service</li> <li>• Mother's Day</li> <li>• World Book Day</li> <li>• Pop-bottle rocket launch competition</li> <li>• Observatory and planetarium visit</li> <li>• Gardening</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Week</li> <li>• School visit to Tropical World</li> <li>• Grow our own butterflies</li> <li>• Visitors- Lucie's Animal Rescue or Aqua Finatics</li> </ul>	<ul style="list-style-type: none"> <li>• School visit to the beach</li> <li>• Summer Fayre</li> <li>• New starters</li> <li>• Transition day</li> <li>• Celebration Service</li> <li>• KS2 play</li> <li>• Father's Day</li> </ul>
<p><b>Literacy</b></p>   <p><b>Drawing Club:</b> Book Tale Animations</p> <p><b>The Write Stuff</b></p>	<p><b>Story Dough!</b> the wonderfully simple yet powerful way to immerse children in the worlds of story dreaming, chat, mark making and finger strength.</p>	<ul style="list-style-type: none"> <li>• Superworm</li> <li>• Little Red Hen</li> <li>• Bananaman meeting</li> <li>• Dr Gloom</li> <li>• Room on the Broom</li> <li>• Rapunzel</li> <li>• Wacky Races</li> </ul>	<ul style="list-style-type: none"> <li>• The Hairy Toe</li> <li>• Little Red Riding Hood</li> <li>• Trapdoor</li> <li>• We're going on a Bear Hunt</li> <li>• Jack and the Beanstalk</li> <li>• Roadrunner</li> </ul>	<ul style="list-style-type: none"> <li>• Would you Rather...?</li> <li>• The Magic Porridge Pot</li> <li>• Popeye</li> <li>• The Tiger Who Came to Tea</li> <li>• Chicken Licken</li> <li>• Mr Benn- zookeeper</li> </ul>	<ul style="list-style-type: none"> <li>• Dear Zoo</li> <li>• Hansel &amp; Gretel</li> <li>• Pink Panther</li> <li>• Farmer Duck</li> <li>• Three Billy Goats Gruff</li> <li>• Bat Fink</li> </ul>	<p><b>Reception</b> <b>The Write Stuff</b> <b>Units:</b></p> <ul style="list-style-type: none"> <li>• The Rainbow Fish - Narrative (Year A)</li> <li>• How to Make a Chocolate Mug Cake -Instructions- non-fiction (Year A)</li> <li>• Where the Wild Things Are- Narrative (Year B)</li> <li>• The Snail and the Whale -postcard non-fiction (Year B)</li> </ul>




<p><b>Other High-Quality Texts</b></p>	<ul style="list-style-type: none"> <li>• Our Class is a Family</li> <li>• Stickman</li> <li>• Leaf Man</li> <li>• Funny Bones</li> <li>• The Colour Monster</li> <li>• Perfectly Norman</li> </ul>	<ul style="list-style-type: none"> <li>• Where the Poppies Now Grow</li> <li>• When's My Birthday? by Julie Fogliano and Christian Robinson</li> <li>• Dipal's Diwali</li> <li>• Jolly Christmas Postman</li> <li>• Dear Santa</li> <li>• The Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red Riding Hood</li> <li>• Goldilocks and the Three Bears</li> <li>• The Enormous Turnip</li> <li>• Jack and the Beanstalk</li> <li>• Three Little Pigs</li> <li>• The True Story of the Three Little Pigs</li> <li>• The Three Little Wolves &amp; the Big Bad Pig</li> </ul>	<ul style="list-style-type: none"> <li>• Roaring Rockets</li> <li>• Whatever Next!</li> <li>• How to Catch a Star</li> <li>• Look Inside Space</li> <li>• The Skies Above my Eyes</li> <li>• Laika: Astronaut Dog</li> <li>• Aliens Love Underpants</li> <li>• Hidden Figures</li> </ul>	<ul style="list-style-type: none"> <li>• Tyrannosaurus Drip</li> <li>• Harry and his bucketful of dinosaurs</li> <li>• The Street Beneath my Feet</li> <li>• Life cycle books (non-fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• The Storm Whale</li> <li>• Sharing a shell</li> <li>• Clean Up!</li> <li>• Seaside Poems</li> <li>• Billy's Bucket</li> <li>• Tiddler</li> <li>• The Night Pirates</li> </ul>
<p><b>SMSC</b></p>	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>





Suggested Diversity Texts (used throughout whole year)	BAME Main Characters		Cultural Diversity		Neuro Diversity		Physical Disabilities		Different Families			
<ul style="list-style-type: none"> <li>• So Much. T Cooke</li> <li>• Full, Full Full of Love. T Cooke</li> <li>• Izzy Gizmo. P Jones</li> <li>• Julian is a Mermaid. J Love</li> <li>• Little People Big Dreams Books. MIS Vegara</li> <li>• The Proudest Blue. I Muhammed</li> <li>• Ruby's Worry. T Percival</li> <li>• If all the World Were.... J Coelho</li> </ul>	<ul style="list-style-type: none"> <li>• The big book of families</li> <li>• Maisie's Scrapbook. S Narh</li> <li>• Hats of Faith. M Cohan-Petrolino</li> <li>• The Jasmine Sneeze. N Kaadan</li> <li>• Golden Domes and Silver Lanterns. H Khan</li> </ul>		<ul style="list-style-type: none"> <li>• We're all Wonders. R J Palacio</li> <li>• Perfectly Norman. T Percival</li> <li>• Incredible you. R Brisenden</li> <li>• Because. M Willems</li> <li>• What makes me a me? B Faulks</li> <li>• The Unbudgeable Curmudgeon. M Burgess</li> </ul>		<ul style="list-style-type: none"> <li>• It's Ok to be Different. T Parr</li> <li>• When Charlie met Emma. A Webb</li> <li>• Only One You. L Kranz</li> <li>• Giraffes can't Dance. G Andreae</li> </ul>		<ul style="list-style-type: none"> <li>• The Girl with Two Dads. M Elliot</li> <li>• The Pirate Mums. J Lancelot-Grant</li> <li>• And Tango Makes Three. J Richardson</li> <li>• Uncle Bobby's Wedding. S Bannen</li> <li>• We are Family. P Hegarty</li> <li>• Love Makes a Family. S Beer</li> </ul>					
Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
 <p>Little Wandle LETTERS AND SOUNDS *** REVISED</p> <p>Little Wandle Phonics RECEPTION</p>	<p><b>Week 1-</b> s a t p  <b>Week 2-</b> i n m d  <b>Week 3-</b> g o c k <b>is</b>  <b>Week 4-</b> c k e u r <b>I</b>  <b>Week 5-</b> h b f l <b>the</b></p>		<p><b>Week 1-</b> ff ll ss j <b>as</b>  <b>Week 2-</b> v w x y <b>and</b>  <b>has his her</b>  <b>Week 3-</b> z zz qu ch  words with -s /s/  added at the end <b>go</b>  <b>no to into</b>  <b>Week 4-</b> sh th ng nk  <b>she he of</b>  <b>Week 5-</b> words with  -s /s/ added at the  end  Words ending in s  /z/ and with -s /z/  added at the end</p>		<p><b>Week 1-</b> ai ee igh  oa  <b>Week 2-</b> oo oo ar  or <b>was you they</b>  <b>Week 3-</b> ur ow oi  ear <b>my by all</b>  <b>Week 4-</b> air er  words with double  letters: dd mm tt  bb rr gg pp <b>are</b>  <b>sure pure</b>  <b>Week 5-</b> longer  words</p>		<p><b>Week 1-</b> ai ee igh oa oo  oo ar or ur ow oi ear  <b>Week 2-</b> ai ee igh oa oo  oo ar or ur ow oi ear er  air  Words with double  letters  Longer words  <b>Week 3-</b> words with  two or more digraphs  <b>Week 4-</b> longer words  Words ending in -ing  Compound words  <b>Week 5-</b> Longer words  Words with s /z/ in the  middle</p>		<p><b>Week 1-</b> Short  vowels CVCC <b>said</b>  <b>so have like</b>  <b>Week 2-</b> Short  vowels CVCC CCVC  <b>some come love do</b>  <b>Week 3-</b> Short  vowels CCVCC  CCCVC CCCVCC  <b>were here little</b>  <b>says</b>  <b>Week 4-</b> Longer  words  Compound words  <b>there when what</b>  <b>one</b></p>		<p><b>Week 1-</b> Long  vowel sounds CVCC  CCVC  <b>Week 2-</b> Long  vowel sounds CCVC  CCCVC CCV CCVCC  <b>Week 3-</b> Phase 4  words with -s /s/  at the end  Phase 4 words with  -s /z/ at the end  Phase 4 words with  -es /z/ at the end  Longer words  <b>Week 4-</b> Root  words ending in: -</p>	



				Words with -s /s/ /z/ at the end Words with -es /z/ at the end	<b>Week 5-</b> root words ending in -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ /id/ /ed/, -est <b>out today</b>	ing, -ed /t/, -ed /id/ /ed/, -ed /d/ <b>Week 5-</b> Root words ending in -er, -est Longer words
<b>Little Wandle Foundation Phonics</b>  <b>NURSERY</b>	<b>Rhyme Time &amp; Sharing Stories</b>	<b>Week 1-</b> s <b>Week 2-</b> a <b>Week 3-</b> t <b>Week 4-</b> p <b>Week 5-</b> i <b>Week 6-</b> n	<b>Week 1-</b> m <b>Week 2-</b> d <b>Week 3-</b> g <b>Week 4-</b> o <b>Week 5-</b> c <b>Week 6-</b> k <b>Week 7-</b> e	<b>Week 1-</b> u <b>Week 2-</b> r <b>Week 3-</b> h <b>Week 4-</b> b <b>Week 5-</b> f <b>Week 6-</b> l <b>Week 7-</b> j	<b>Week 1-</b> v <b>Week 2-</b> w <b>Week 3-</b> y <b>Week 4-</b> z <b>Week 5-</b> qu <b>Week 6-</b> ch	<b>Week 1-</b> ck <b>Week 2-</b> x <b>Week 3-</b> sh <b>Week 4-</b> th <b>Week 5-</b> ng <b>Week 6-</b> nk
<p><u>Phonemic awareness focus:</u> Teach the children to <b>hear</b> and <b>identify</b> the same initial sound for words and names of objects. Move on to <b>articulate</b> sounds correctly.</p> <p><u>Oral blending focus:</u> Teach children to blend a wide range of words using oral blending when playing.</p>						
<b>Autumn Term 1</b>						
<b>Subitising</b>		<b>Cardinality, ordinality and counting</b>		<b>Composition</b>		<b>Comparison</b>
 <ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in large arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> </ul>		<ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including</li> </ul>		<ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul>		<ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li>compare sets 'just by looking'.</li> </ul>




RECEPTION	<ul style="list-style-type: none"> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul style="list-style-type: none"> <li>by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>explore a range of strategies which support accurate counting.</li> </ul>		
	<b>Autumn Term 2</b>			
	<ul style="list-style-type: none"> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>	<ul style="list-style-type: none"> <li>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>explore the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>
<b>White Rose Maths (SSM): Match, sort &amp; compare, Measure &amp; Patterns, Circles &amp; Triangles, Shapes with 4 sides</b>				
NURSERY	Matching & Sorting Colour	Number 1 & Number 2	Patterns	Consolidation
RECEPTION	<b>Spring Term 1</b>			
	<b>Subitising</b>	<b>Cardinality, ordinality and counting</b>	<b>Composition</b>	<b>Comparison</b>
	<ul style="list-style-type: none"> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> </ul>	<ul style="list-style-type: none"> <li>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> </ul>






	<ul style="list-style-type: none"> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> <li>continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>order numbers, linking cardinal and ordinal representations of number.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul>
	<b>Spring Term 2</b>			
	<ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10.</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</li> </ul>
<b>White Rose Maths (SSM): Mass &amp; Capacity, Length, Height and Time, Exploring 3D Shapes</b>				
<b>NURSERY</b>	Number 3 & Number 4	Number 5 & Number 6	Height & Length	Mass & Capacity
	<b>Summer Term 1</b>			
	<b>Subitising</b>	<b>Cardinality, ordinality and counting</b>	<b>Composition</b>	<b>Comparison</b>
	<ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of 10</li> </ul>	<ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding</li> </ul>



<b>RECEPTION</b>	<ul style="list-style-type: none"> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul>		<ul style="list-style-type: none"> <li>continue to develop confidence and accuracy in both verbal and object counting.</li> </ul>		of the ordinal number system.	
	<b>Summer Term 2</b>					
	<ul style="list-style-type: none"> <li>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</li> </ul>					
<b>White Rose Maths (SSM): Visualise, Build and Map &amp; Consolidation</b>						
<b>NURSERY</b>	Sequencing Positional Language	More than/fewer	2D Shapes 3D Shapes	More or less Number Composition	What comes after? What comes before?	Numbers to 5 On the Move
<b>PSHE</b>	 <p><b><u>Me and My Relationships</u></b> I can talk about the relationships I have at home with my family and friends I know about different family structures I can describe a good friend</p>		<p><b><u>My Healthy Lifestyle</u></b> I know that oral hygiene is important I know that eating fruits and vegetables in moderation is healthy for our teeth, bodies and mind</p>		<p><b><u>Keeping Myself Safe</u></b> I can look after my mind and body and safely take risks through discussions with adults or by making informed choices based on previous experiences.</p>	
				<p><b><u>Becoming an Active Citizen</u></b> I know right from wrong I know how to make the right choices and the consequences of not making the right ones I know how to be helpful to others</p>		<p><b><u>Me and My Future</u></b> I can greet and interact with friends, sharing thoughts and resources patiently; valuing self and other and be willing to persist and not be daunted by failure. I am proud of who I am. I have the confidence to persevere even something is difficult</p>



				and how this will make them feel	I can show determination and resilience when learning something new.	
<p style="text-align: center;"><b>RE</b></p> 	<p><b><u>Why is the word God so important to Christians?</u></b></p> <ul style="list-style-type: none"> <li>- The word God is a name</li> <li>- Christians believe God is the creator of the universe</li> <li>- Christians believe God made our wonderful world so we should look after it</li> </ul>	<p><b><u>Why is Christmas special for Christians?</u></b></p> <ul style="list-style-type: none"> <li>- Christians believe God came to Earth in human form as Jesus</li> <li>- Christians believe Jesus came to show that all people are precious and special to God</li> </ul>	<p><b><u>Being Special- where do we belong?</u></b></p> <ul style="list-style-type: none"> <li>- Re-tell religious stories making connections with personal experiences</li> <li>- Share and record occasions when things have happened in their lives that made them feel special</li> <li>- Recall simply what happens at a traditional Christian infant baptism</li> <li>- Recall simply what happens when a baby is welcomed into Islam.</li> </ul>	<p><b><u>Why is Easter special to Christians?</u></b></p> <ul style="list-style-type: none"> <li>- Christians remember Jesus' last week at Easter</li> <li>- Jesus' name means 'he saves us'</li> <li>- Christians believe Jesus came to show God's love</li> <li>- Christians try to show love to other</li> </ul>	<p><b><u>Which places are special and why?</u></b></p> <ul style="list-style-type: none"> <li>- Show an awareness that some religious people have places which have special meaning for them</li> <li>- Talk about the things that are special and valued in a place of worship</li> <li>- Identify some significant features of sacred places</li> <li>- Recognise a place of worship</li> </ul>	<p><b><u>Which stories are special and why?</u></b></p> <ul style="list-style-type: none"> <li>- Give examples of special occasions and suggest features of a good celebration</li> <li>- Recall simple stories connected with Christmas/ Easter and a festival from another faith</li> <li>- Say why Christmas/ Easter and a festival from another faith are special times for believers.</li> </ul>

<p><b>Real PE</b></p>	<p><b>Personal</b> <b>Follow Instructions:</b></p> <ul style="list-style-type: none"> <li>I enjoy working on simple tasks with help.</li> </ul> <p>In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.</p>	<p><b>Social</b> <b>Play with Others:</b></p> <ul style="list-style-type: none"> <li>I can play with others and take turns and share with help.</li> </ul> <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games</p>	<p><b>Cognitive</b> <b>Follow Rules:</b></p> <ul style="list-style-type: none"> <li>I can follow simple instructions.</li> </ul> <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.</p>	<p><b>Creative</b> <b>Observe and Copy:</b></p> <ul style="list-style-type: none"> <li>I can observe and copy others.</li> </ul> <p>In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games.</p>	<p><b>Physical</b> <b>Move in different ways:</b></p> <ul style="list-style-type: none"> <li>I can move confidently in different ways</li> </ul> <p>In this unit, the children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.</p>	<p><b>Health &amp; Fitness</b> <b>Exercise &amp; good health:</b></p> <ul style="list-style-type: none"> <li>I am aware of the changes to the way I feel when I exercise.</li> </ul> <p>In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>Reception Baseline assessments</li> <li>Observations</li> <li>Phonics Tracker</li> <li>Maths Checkpoints</li> <li>Pupil Progress- Who is/isn't on track?</li> <li>Parents Consultations</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Phonics Tracker</li> <li>Maths Checkpoints</li> <li>Moderation (staff meeting)</li> <li>Pupil Progress- Who is/isn't on track?</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Phonics Tracker</li> <li>Maths Checkpoints</li> <li>Pupil Progress- Who is/isn't on track?</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Phonics Tracker</li> <li>Maths Checkpoints</li> <li>Moderation (staff meeting)</li> <li>Parents Consultations</li> <li>Pupil Progress- Who is/isn't on track?</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Phonics Tracker</li> <li>Maths Checkpoints</li> <li>Pupil Progress- Who is/isn't on track?</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Phonics Tracker</li> <li>Maths Checkpoints</li> <li>Moderation (staff meeting)</li> <li>Pupil Progress- Who is/isn't on track?</li> <li>EYFS Profile</li> <li>End of Year Reports</li> </ul>