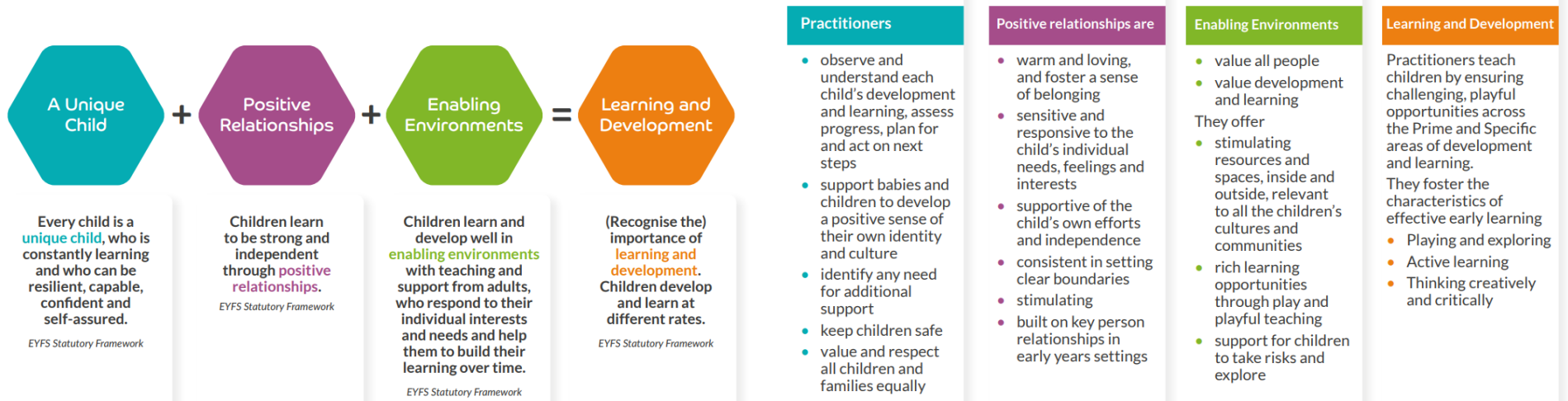



Burbage Reception Class - Long-Term Planning and Curriculum Overview

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow” Dev Matters 2020



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<i>Nurturing: Settling in & forming relationships so we feel secure & can connect and learn</i>		<i>Inspiring: Thinking beyond, discovering, hearing about amazing people and events to become brave adventurous learners</i>		<i>Together: The shared experience. Supporting each other to solve challenges and understanding our part in a wider community and our responsibility within our world.</i>	
	<i>Communication</i>		<i>Creativity</i>		<i>Collaboration</i>	
	<i>Feelings & Self-awareness</i>	<i>Curiosity, Courage & Coming together</i>	<i>Exploration & Discovery</i>	<i>Imagination, Invention & Investigation</i>	<i>Wonder & Wanderings</i>	<i>Resilience & Reflection</i>
Themes to be explored plus those inspired by children's fascinations	<ul style="list-style-type: none"> ➤ Getting to Know you ➤ Starting School ➤ Emotions ➤ Families ➤ Autumn 	<ul style="list-style-type: none"> ➤ Light and Dark ➤ Nocturnal ➤ Animals ➤ Celebrations 	<ul style="list-style-type: none"> ➤ Journeys ➤ Polar Places ➤ Winter Exploration. 	<ul style="list-style-type: none"> ➤ Inventors ➤ Engineering & Design ➤ Investigations ➤ Spring 	<ul style="list-style-type: none"> ➤ Space / Our Planet ➤ Our environment ➤ Life-Cycles ➤ Weather ➤ Outdoor Learning ➤ The ocean & coast 	<ul style="list-style-type: none"> ➤ Insects ➤ Summer ➤ Our Wider World and people who live there. ➤ Focus on a location nearer the equator ➤ Rainforests ➤ Reflecting back and looking ahead
Important Dates/Celebrations	Recycling Week (20.09) National Fitness Day (22.09)	Bonfire Night (05.11) Remembrance Day (11.11)	Penguin Awareness Day (20.01)	Engineers Week (21.02) Pancake Day (01.03)	Eid (21.04) Earth Day (22.04) Ramadan (23.04) May Day (01.05)	Pride Month (June) Butterfly Awareness Day (04.06) World Ocean Day (08.06) Healthy Eating Week (13.06)

	Autumn Equinox (22.09) Rosh Hashanah (25.09) Harvest Festival Black History Month (Oct)	Anti-Bullying Week (14.11) Nursery Rhyme Week (14.11) Children in Need (18.11) Advent (27.11)	RSPB's Big School's Birdwatch (26-29.01) NSPCC Number Day (04.02) Valentine's Day (14.02)	World Book Day (03.03) Purim (06.03) British Science Week (11.03) Holi (18.03) Mother's Day (19.03)	Coronation (06.05) Outdoor Classroom Day (19.05) World Bee Day (20.05)	Trip to Science Museum (14.06) Father's Day (18.06) Insect Week (20.06)
Weekly Themes (flexible and changeable based on children's interests)	Nursery Rhymes All About Me Emotions How we have Grown! Growing/Harvest Autumn	Fireworks/Diwali Light /Diwali The Dark Light and Dark Celebrations Birthdays/Christm as Christmas/Winter Christmas/Nativit y	Journeys/Christm as Travel Boats/Antarctica Penguins Winter /Birds Explorers Journeys/other vehicles	Journeys in our Imagination/Where the Wild Things Are Using our imagination /Inventors/Engineers Safari Let's Investigate! Spring/Farms Spring/Animals	Space/Earth Day Space Caring for Planet Earth Growing / Charles 3rd Caring for Planet Earth/ Lifecycles and Habitats Caring for Planet Earth/ Bees and Insects Caring for Planet Earth - Our Oceans	Insects/Summer Be the best me! /Caring for Planet Earth - Our Oceans Be the best me! /Caring for Planet Earth -At the Seaside/Mary Anning Reflect/How we have Grown! Look ahead/What Next? Celebrate!
'WOW' Moments	Families Tea Party Planting Sprouts Picking Blackberries/Maki ng Blackberry crumble Come and Play Visit from a Baby Visit to the local church Harvest Festival Visit to the Pumpkin Farm/Make Pumpkin Soup Take one Picture	Star Gazing/Night Walk Create a gift for the community Whole School Festival Day Nativity play Visit to the local church	Bird Watch Expedition Draw a map of our school Walk to the park following a map Planting Vegetables and flowers Creating our Wild Area	Festival Day Problems to solve Inventor/Innovator in Virtual Safari African School Singing Farm visitors Spring Clean	Observing life cycle of frogs Create/Improve a Habitat Litter picking in village Fundraising for a charity Welcome video for the new children Elderflower cordial	Bug Hunt Froglet release Whole School Festival Day Trip to Science Museum Trip to the Forest Story Trail
Supporting Texts By Oliver Jeffers Heard at Pre- School -Deepen it Drawing Club Can Do Maths JC = Jane Considine Write Stuff Unit to refer (L) in Library	The Colour Monster The Colour Monster Goes to School The Day the Crayons Quit The Big Book of Nursery Rhymes Super Duper You (L) Only One You' by Linda Kranz	Rama and the Demon King The Best Diwali Ever Tree Owl Babies/The Owl who was Afraid of the Dark (return to in Y2) Every House on Every Street Stickman	Martha Maps it Out The Snowy Day (Ezra Jack Keats) Ruby's Bird Mr Gumpy's Motor Car Tree The Great Balloon Hullabaloo Sheep in a Jeep	Pigs Might Fly (JC) Izzy Gizmo Where the Wild Things Are (JC) Non – Fiction - Animals/Habitats The Snatchabook Giraffes Can't Dance Click, Clack, Moo Cows that Type	Meg and Mog Jack and the Beanstalk Here We Are Ramadan Moon Tiny Tadpole Betsy Buglove Saves the Bees Tiddler Pirates Love Underpants Lucy and Tom at the Seaside	Stuck Tree Somebody Swallowed Stanley The Hairy Toe Zog and the Flying Doctors The Trouble with Dragons Room on a Broom

	<p>Our Class is a Family</p> <p>The Little Red Hen</p> <p>Oliver's Vegetables</p> <p>Tree</p> <p>All are Welcome</p> <p>Meet the Parents</p> <p>What makes me a me?</p>	<p>The Dark 'Just Because' by Mac Barnett</p> <p>The Jolly Christmas Postman</p> <p>Superworm</p> <p>The Disgusting Sandwich</p> <p>Twist and Hop</p> <p>Mini Beast Bop</p>	<p>Little Red Train: Busy Day</p>			
<p>Write Stuff Units to select from:</p> 	<p>'Perfectly Norman' by Tom Percival</p> <p>'We're Going on a Bear Hunt' Michael Rosen</p>	<p>'How to make a Chocolate Mug Cake?' (Chocolate Cake) by Michael Rosen</p> <p>'How to catch a star' by Oliver Jeffers</p>	<p>'Lost and Found' by Oliver Jeffers.</p> <p>Penguins</p>	<p>'Pig's Might Fly' by Jonathan Emmett</p> <p>'What We'll Build' by Oliver Jeffers</p>	<p>Handa's Surprise</p> <p>'Jack and the Jellybean Stalk' by Rachel Mortimer</p>	<p>'Snail and The Whale' by Julia Donaldson</p> <p>'If Sharks Disappeared' by Lily Williams</p>
<p>Characteristics of Effective Learning</p>						

<p>Playing and Exploring <i>Engagement</i></p>	<p>Finding Out and Exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them <ul style="list-style-type: none"> • Engaging in open-ended activity • Showing particular interests 	<p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play <ul style="list-style-type: none"> • Taking on a role in their play • Acting out experiences with other people 	<p>Being willing to 'Have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a "can do" attitude • Taking a risk, engaging in new experiences, and learning by trial and error
<p>Active Learning <i>Motivation</i></p>	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Being involved and concentrating • Showing a deep drive to know more about people and their world • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination <ul style="list-style-type: none"> • Not easily distracted • Paying attention to details 	<p>Keep trying</p> <ul style="list-style-type: none"> • Persisting with an activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) • Bouncing back after difficulties 	<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals (I can!) • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)
<p>Creative and Critical Thinking <i>Thinking</i></p>	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas that are new and meaningful to the child • Playing with possibilities (what if? what else?) <ul style="list-style-type: none"> • Visualising and imagining options • Finding new ways to do things 	<p>Making links</p> <ul style="list-style-type: none"> • Thinking of ideas that are new and meaningful to the child • Playing with possibilities (what if? what else?) • Visualising and imagining options • Finding new ways to do things 	<p>Working with ideas</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Flexibly changing strategy as needed • Reviewing how well the approach worked

Self-Regulation

A pedagogy which includes co-regulation strategies will help children develop self-regulatory skills.

Researchers have identified three basic strategies for co-regulation:

- **Positive Relationships** – Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- **Enabling Environments** – Create an environment that makes self-regulation manageable, structured in a predictable way that is physically and emotionally safe for children to explore and take risks without unnecessary stressors.
- **Learning and Development** – Teach self-regulation skills through modelling, suggesting strategies, providing frequent opportunities to practice, and scaffolding to support children to use self-regulation skills.

Communication and Language

Follow instructions to meet their individual needs eg: ask to go to the toilet or to go and get a drink etc

Ask questions to further their knowledge, eg
 why.....?
 How.....?
 When.....?
 Who.....?

Develop own ideas through discussions, conversations, and play

Understand and use a range of complex sentences

Talk confidently to an unfamiliar adult to explain, initiate and instigate conversation.

	<p>Listening and attention skills Asking and answering 'what' questions</p> <p>1:1 discussions</p> <p>Retelling the story 'The Little Red Hen' & 'We're Going on a Bear Hunt' Joining in with repeated refrains in stories</p>	<p>Asking and answering 'who' questions'</p> <p>1:1 discussions</p> <p>Retelling the stories 'Rama and the Demon King' And 'Stickman'' Discussing key events in a story</p>	<p>Asking and answering 'when' questions</p> <p>Small group discussions</p> <p>Using present tense.</p> <p>Retelling the stories 'Lost and Found' & 'Mr Gumpy's Motor Car' Identifying main characters in a story</p>	<p>Asking and answering 'where' questions</p> <p>Small group discussions</p> <p>Using connectives to join ideas</p> <p>Retelling stories Linking events in a story to own experiences</p>	<p>Asking and answering 'why' questions</p> <p>Whole class discussions</p> <p>Using past tense</p> <p>Retelling stories Sequence story/real life events in detail</p>	<p>Hot seating</p> <p>Whole class discussions</p> <p>Using future tense</p> <p>Retelling stories</p>
Personal, Social & Emotional Development	<p>Understand own emotions and begin to understand other peoples'.</p>	<p>Show sensitivity to other people, offering kindness and support</p>	<p>Develop and manage relationships and expectations with peers and adults in their learning.</p>	<p>Understand how to be a good friend and a good learner.</p>		
	<p>Class rules Sharing interests Sharing hobbies Identifying feelings Calming Techniques</p>	<p>School rules and values Listening to others Responsibility Being kind Managing feelings</p>	<p>Making the right choices Confidence and independence Consequences Setting goals Healthy eating</p>	<p>Effects of behaviour Perseverance and resilience Being a good friend Internet Safety Screen Time Oral hygiene</p>	<p>Having different opinions Being unique Importance of sleep Importance of exercise Road safety</p>	<p>Problem Solving Resolving Conflicts Being safe in the sun Getting ready for year one</p>

<p>PSHE Jigsaw</p>	<p>Being me. Who...me?! How am I feeling today? Being at school Gentle hands Our rights Our responsibilities</p>	<p>Celebrating Difference What am I good at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself.</p>	<p>Dreams and Goals Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards</p>	<p>Healthy me Everybody's body We like to move it, move it. Food glorious food Sweet dreams Keeping clean Stranger danger</p>	<p>Relationships My family and me Make friends, make friends, never ever break friends Part 1 / 2 Falling out and bullying Part 1 / 2 Being the best friends we can be</p>	<p>Changing Me My body Respecting my body Growing up Fun and fears Part 1 / 2 celebration</p>
<p>Physical Development</p>	<p>Move in a variety of ways with a greater sense of control whilst negotiating space successfully and independently.</p>	<p>Develop gross motor skills through running, jumping, balancing and hopping.</p>	<p>Show increasingly control over an object – pushing, catching, patting, throwing and kicking.</p>	<p>Confidently manages self on a range of large apparatus and small apparatus indoors and outdoors.</p>	<p>Children are able to handle tools (eg pencils, scissors etc), holding it correctly and using it to good effect.</p>	

	<p>Gross Motor Throwing, catching, kicking Pushing, patting, rolling Dance Different ways of moving Changing speed and direction</p> <p>Fine Motor Funky Fingers Squiggle Whilst you Wiggle/Dough Disco Grip Writing position Using cotton buds/paintbrushes to form letters Chopping with a knife</p>	<p>Gross Motor Gymnastics Different ways of moving Changing direction Moving in time to music Exploring different ways of moving Dance</p> <p>Fine Motor Funky Fingers Squiggle Whilst you Wiggle/Dough Disco Grip Scissor skills Using cotton buds/paintbrushes to form letters Doing up zips</p>	<p>Gross Motor Tennis Throwing and catching Balancing Travelling confidently Jumping and landing</p> <p>Fine Motor Grip Stacking and balancing Letter formation 'around' letters Letter formation 'down' letters Using a knife and fork to cut</p>	<p>Gross Motor Athletics Hand-eye co-ordination Balancing an object</p> <p>Fine Motor Grip Weaving and wrapping Letter formation 'down letters' Letter formation 'curly' letters Letter formation 'zig-zag' letters</p>	<p>Gross Motor Marching/running Throwing overarm/underarm Jumping</p> <p>Fine Motor Grip Pattern making Capital letter formation A-M Using small tools Doing up buttons</p>	<p>Gross Motor Multi-skills Balancing Agility Throwing a ball</p> <p>Fine Motor Grip Sewing Capital letter formation N-Z Doing up laces</p>
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Handwriting - Letter Join	Teach and rehearse all letter shapes as they are taught in Sounds-Write Phonics Fine motor handwriting practice: Dots Straight lines and crosses Circles Waves Loops and bridges Joined straight lines	Teach and rehearse all letter shapes as they are taught in Sounds-Write Phonics Fine motor handwriting practice: Angled patterns Eights Spirals Left to right orientation Mix of patterns Review of patterns	Teach and rehearse all letter shapes as they are taught in Sounds-Write Phonics Fine motor handwriting practice: Introducing long legged giraffe letters: l i Practising long-legged giraffe letters: l, i Introducing long-legged giraffe letters: u, t Introducing long-legged giraffe letters: j, y Practising all long-legged giraffe	Teach and rehearse all letter shapes as they are taught in Sounds-Write Phonics Fine motor handwriting practice: Introducing one-armed robot letters: r Introducing one-armed robot letters: b,n Introducing one-armed robot letters: h, m Introducing one-armed robot letters: k, p Practising all one-armed robot letters: r, b, n, h, m, k, p	Teach and rehearse all letter shapes as they are taught in Sounds-Write Phonics Fine motor handwriting practice: Introducing curly caterpillar letters: c Introducing curly caterpillar letters: a, d Introducing curly caterpillar letters: o, s Introducing curly caterpillar letters: g, q Introducing curly caterpillar letters: e, f Practising curly caterpillar letters: c, a, d, o, s, g, q, e, f	Teach and rehearse all letter shapes as they are taught in Sounds-Write Fine motor handwriting practice: Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters Introducing zig-zag monster letters: z, v, w, x Practising all the zig-zag monster letters z, v, w, x Practising all letters
Phonics (Sounds-Write)	IC unit 1 a, i, m, s, t IC unit 2 n, o, p IC unit 3 b, c, g, h	IC unit 3 b, c, g, h IC unit 4 d, e, f, v IC unit 5 k, l, r, u IC unit 6 j, w, z	IC unit 6 j, w, z IC unit 7 x, y, ff, ll, ss, zz IC unit 8 VCC CVCC IC unit 9 CCVC	IC unit 9 CCVC IC unit 10 CCVCC CCCVC IC unit 11 ch sh th CVC CVCC CCVC	IC unit 11 ch sh th ng ck wh ph qu CVC CVCC CCVC Consolidation of IC units 8 – 11 Clapping out syllables	Consolidation of IC units 8 – 11 Clapping out syllables Lots of reading and writing Sentences
Literacy: Reading	Continue a rhyming string	Begin to identify initial sounds eg money, mother, marmite, man	Segment and blend individual words	Segment and blend to read simple sentences in line with their phonological Development	Begin your lifelong reading journey <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Statutory ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. </div>	

	<p>Listening and responding to stories.</p> <p>Story retelling (whole class and in small world)</p> <p>Sequencing</p> <p>Reading Words (blending aloud)</p>	<p>Listening and responding to stories.</p> <p>Story retelling (whole class and in small world)</p> <p>Reading Words (whisper blending)</p> <p>Sequencing</p>	<p>Listening and responding to stories.</p> <p>Story retelling (whole class and in small world)</p> <p>Reading Words (silent blending)</p> <p>Reading short sentences</p>	<p>Listening and responding to stories.</p> <p>Reading sentences containing taught words that are not yet decodable.</p> <p>Reading and following instructions</p> <p>Sequencing</p>	<p>Reading with fluency, accuracy, confidence and enjoyment.</p> <p>Taking what is read and using it independently, making connections, developing ideas and continuing the experience.</p>
Literacy: Writing	<p>Children hold their pen or pencil with a comfortable grip. They write the letters of their name clearly and with correct directionality.</p>	<p>Children identify signs and symbols and transfer them into short words.</p>	<p>Children build and write their own words.</p>	<p>Children are able to write a sentence that can be read by others (not necessarily phonetic)</p>	<p>Children are able to write a simple sentence by themselves.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Statutory ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. </div>

	<p>Physical Strength for Writing - pivots Name writing – including nature writing (Write name in mud) Letter Activities Initial sounds. rhyming strings. Role-play Conversations Story retelling (whole class and in small world) Non-fiction – all about me. Harvest poem/song/story</p>	<p>Role-play Conversations Story retelling (whole class and in small world) Lists, labels, captions. Words to describe Letter formation Recognising words and reading attempts Instructions Extending vocab. Tell a simple version of celebration/festival stories. Rhyming strings.</p>	<p>Use talk to sequence and clarify thinking, ideas, feeling and events. Using phonic knowledge to write simple words with plausible attempts at complex words with unknown phonemes. Diary writing. Poetry Non-fiction texts Extending vocab. Lists, labels, captions</p>	<p>Using phonic knowledge to write simple words with plausible attempts at complex words with unknown phonemes. Creating stories – being authors Labelling & Writing Captions Information and explanation writing. Diary writing.</p>	<p>Creating stories – narrative writing with short sentences Building Stamina for Writing by attempting longer texts where clear sentences flow to create a narrative. Use features Write for a purpose or audience. Extending vocab. Poetry Fact books about animals</p>
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<p>Ready to Write</p>		<p>Ordering letters of my name Writing my name</p> <p>Funky Fingers</p>	<p>Drawing and Labelling Identifying initial sounds Writing initial sounds Writing CVC words</p> <p>Funky Fingers</p>	<p>Writing CVC words Writing captions Writing lists</p> <p>Drawing Club Room on a Broom Penguin Iceberg Shackleton's Ship Mr Gumpy's Motor Car</p>	<p>Writing CVCC/CCVC words Writing phrases Writing sentences</p> <p>Drawing Club Wild Things/Safari Pigs Might Fly</p> <p>Extended Ind. Writing Taught through modelled writing (some JC)</p>	<p>Writing narratives Writing rhymes Writing advice Writing predictions Writing instructions Writing directions Writing descriptions Writing Fact-Files</p> <p>Drawing Club Meg and Mog The Night Pirates</p> <p>Extended Ind. Writing Taught through modelled writing (some JC)</p>	<p>Writing narratives Writing letters Writing instructions Writing poems Writing descriptions</p> <p>Drawing Club</p> <p>Extended Ind. Writing Taught through modelled writing (some JC)</p>
<p>Mathematics</p> <p>* From Autumn two, days of the week and months of the year will be covered during our daily calendar session*</p>	<p>Shape & Pattern</p>	<p>Recognise and name the 4 basic 2d shapes – square, rectangle, triangle and Circle and arrange in an ABAB pattern.</p>	<p>Recognise and name 3D Shapes and compares to 2D (compose and decompose shapes)</p>	<p>Use shapes to create repeated patterns: ABAB, ABBABBA, ABCABC</p>	<p>Use the language of comparison: tall/short, heavy/light, small, smaller, smallest, long, longer, longest</p>	<p>Recognise and compare shape, space and measure within the environment</p>	

	Number	<p>To count to 10 and recognise numerals. Count to 10 actions, sounds, syllables, physical objects and pictures</p>	<p>To Subitise numbers to 10</p>	<p>Add and take away – composing and decomposing numbers to 10</p>	<p>Count beyond 10</p>	<p>Understanding the value and relationship of number</p> <div data-bbox="1240 97 1671 316" style="border: 1px solid black; padding: 5px;"> <p>Statutory ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. </div> <div data-bbox="1240 331 1671 550" style="border: 1px solid black; padding: 5px;"> <p>Statutory ELG: Mathematics</p> <p>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.</p> </div> <div data-bbox="1240 566 1671 785" style="border: 1px solid black; padding: 5px;"> <p>Statutory ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. </div>
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	Can Do	<p>Can Do Maths</p> <p>Theme All about Me Books <i>All are Welcome Meet the Parents What makes me a me?</i></p> <p>Ongoing Counting stories, rhymes, choral counting, group counting.</p> <p>New Learning >Counting 5 >Counting 6 >Counting 7</p> <p>Maths on Track >Numeral Check (567) >3d shape >Days of the week > Months of the year</p>	<p>Can Do Maths</p> <p>Theme Minibeasts Books <i>Superworm The Disgusting Sandwich Twist and Hop Mini Beast Bop</i></p> <p>Ongoing Counting stories, rhymes, choral counting, group counting.</p> <p>New Learning >3D shape >counting 6 >counting 7 >counting 8 >counting 9 >counting 10 >counting beyond 10</p> <p>Maths on Track > Fact Check (78910) >length >weight >volume >capacity >position</p>	<p>Can Do Maths</p> <p>Theme Travel and Transport Books <i>The Great Balloon Hullabaloo Sheep in a Jeep Little Red Train: Busy Day</i></p> <p>Ongoing Counting stories, rhymes, choral counting, group counting.</p> <p>New Learning > Composition of 2, 3 and 4 calculating within 4 >Composition of 5 and calculating within 5 >Composition of 6 and calculating within 6</p> <p>Maths on Track > Fact Check (make 456) >pattern >compare number >order number</p>	<p>Can Do Maths</p> <p>Theme Creatures Great and Small Books <i>The Snatchabook Giraffes Can't Dance Click, Clack, Moo Cows that Type</i></p> <p>Ongoing Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different?</p> <p>New Learning > Compare numbers > Composition of 7 and calculating within 7 > Composition of 8 and calculating within 8</p> <p>Maths on Track > Fact Check (make 7/8) >sequencing >making connections with shapes >compare number >order number</p>	<p>Can Do Maths</p> <p>Theme Sea and Seaside Books <i>Tiddler Pirates Love Underpants Lucy and Tom at the Seaside</i></p> <p>Ongoing Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring ordinality, using the language of first, second, third, last etc.</p> <p>New Learning > Composition of 9 and calculating within 9 > Composition of 10 and calculating within 10 > Double numbers</p> <p>Maths on Track > Developing Spatial Reasoning > Revisiting based on assessment</p>	<p>Can Do Maths</p> <p>Theme It's Magic Books <i>The Trouble with Dragons Room on a Broom</i></p> <p>Ongoing Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns in numbers beyond 10: What is the same and what is different?</p> <p>New Learning > Distributing Equally > Securing and using number facts > Revisit aspects of number from assessment</p> <p>Maths on Track > Patterns and Relationships > Revisiting based on assessment</p>
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				>find 1 more/less	>more than >less than		
Understanding the world	Observing the natural environment consider changes eg weather, seasons	Explore the natural environment and consider changes in animals and plants	Consider growth in humans	Making connections and choices to be healthy	Talk about how to be healthy and look after our bodies and our wellbeing.		
	How I've changed Families and communities Body Parts Going to church The 5 senses Autumn Taking photos with iPad	Diwali Remembrance Day Our local area Identifying materials Using magnets The Christmas Story Typing my name	Past and present Ernest Shackleton transport Our school Exploring maps Winter Floating and sinking	Life cycle of a chick Spring Materials The Christian Easter Story Making digital art	The 4 Seasons Life Cycle of a Frog Life cycle of a plant How to care for a plant Litter Pick Walk Programming a Beebot	Mary Anning Seaside holidays past & present Comparing UK and Kenya How I've changed	
Expressive Arts and Design	To roleplay a familiar or known situation	Develop and share ideas of a known situation to enhance role play	Make connections with own experiences in role play	Use improvisation and imagination in their role play – using resources to hand	Listen, share and further understanding and experiences through independent role play		
	Singing nursery rhymes Mixing colours Drawing a person Flange join Treasury tag Artist – Guis. Archim.	Singing nursery rhymes Find the Pulse Moulding clay Join in with choreographed dances Using glue to secure Using tape to secure Artist – Vincent Van Gogh	Clapping to a rhythm Explore Instruments Making collages L-brace join Artist- Henri Matisse	Playing instruments Create own dances Mixing paints 3D sculptures Artist: Barbara Hepworth Slot join	Matching a pitch Mono printing Artist- Damien Hurst (Blossom) Artist - Georgia O'Keeffe Tab join Playing instruments Create own dances	Performing dances Mixing shades with watercolours Split pin join Sewing to join Artist - Turner	

In a world that seems to get faster, busier and more frantic perhaps there is an even greater need for schools and settings to increase their levels of calmness while fostering comfort and togetherness ...Time moves so quickly ...we need space in our day to value the preciousness of having a childhood; this is not something to be rushed through

Kimberley Smith (Bringing Hygge into the Early Years)