

# Reception Yearly Overview Curriculum Progression

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Super Me &amp; Room on the Broom</b>	<b>Night &amp; Celebrations</b>	<b>Journeys</b>	<b>Gingerbread Man, People Who Help us &amp; New life</b>	<b>Kenya/Growth</b>	<b>Superheroes &amp; Changes</b>
<b>Cultural Events</b>	Harvest Diwali Halloween	Bonfire Night Remembrance Day Hanukah Christmas	New Year Chinese New Year Burns Night Whole school China day Valentine's day	Pancake day Holi Mother's Day Whole school Poland day Easter Sunday	St Georges Day Ramadan Whole school Eid day Eid	Father's Day
<b>TRIP/ special event</b>	Spooky Dress up day at the end of term.	Walk to the post box	Explorers Day	Visit to the local fire station. Invite police/ nurse / Dentist	Ambition Day Visit from road safety team  Jubilee Day	School trip to Conkers Dress as a super-hero day Sports Day
<b>Fiction texts and Hook</b>  Suggested texts – but not limited to...	<b>2.Room on the Broom</b> Dragon footprints in the classroom. Note from the cat asking for help to find the witch.	<b>3.Owl Babies</b> Discover a nest and a lonely owl. Note simply saying 'I've lost my Mum' Help!	<b>5.Mr Gumpy's Outing</b> Find an oar and characters from the story.  <b>6.Billy Goats Gruff</b> Troll footprints under the table and through classroom. Goats letter asking for help to cross bridge.	<b>7.The Gingerbread Man</b> Video of the gingerbread escape.	<b>9.Handas Surprise</b> Africa hut in role play area and exotic fruits.	<b>11.Supertato</b> Peas have escaped from the freezer. Find them around school. Photos of crime scenes where peas have taken over the office etc.
<b>Non-Fiction texts and Hook</b>  Planned activities on MTP will follow children's interests and next steps.	<b>1.Super ME!</b> Continuous provision targets children's interests. Mouse club activities  <b>Focus:</b> Labelling Body parts Harvest Veg	<b>4.Santa's coming to Derbyshire</b> Elf door to the north pole and Elf on the shelf with a map on how to make a list.  <b>Focus: Lists</b> Letters to Santa (Lists)	<b>Themed day/week</b> <b>The Great Race, The story of the Chinese Zodiac</b> Find animals in role play area trying to have a race.  <b>Focus: captions</b> Caption about year of the... (Captions)	<b>8. Real Superheroes</b> Read the story and discover a problem we need help with. Who can help us? Different person each week. Fireman/Doctor/ Nurse/Police/ Make a diagram about each person.  <b>Focus: Diagrams</b> Fact books	<b>10. Hullabaloo at the Zoo</b> Animals have escaped from the zoo in a hullabaloo. Where could they be? Where would they like to live? Posters  <b>Focus: Names</b> Habitats, animals Farm trip recount	<b>12.Whatever Next</b> Role play box – where could we go?  <b>Focus: Message</b> Message to new teacher about me
<b>Reading Spine/ Focus Authors</b>	Owl babies The Gruffalo <b>Termly Author</b> Julia Donaldson	What the Ladybird Heard Goldilocks and the 3 Bears <b>Termly Author</b> Tom Fletcher	Rosies Walk Farmer Duck <b>Termly Author</b> Michael Rosen	Mrs Armitage Whatever Next <b>Termly Author</b> Oliver Jeffers	On the Way Home Six Dinner Sid <b>Termly Author</b> Vivian French <b>Chapter Book</b> The Day I fell into a Fairytale	Goodnight Moon SHHH! <b>Termly Author</b> Claire Freedman <b>Chapter Book</b> The Day I fell into a Fairytale

<b>Literacy (Poetry)</b>	Hello, Hello, how are you? If you're happy and you know it. Heads shoulders knees and toes Wind the bobbin up Humpty Dumpty Baa Baa Black Sheep <b>Diwali</b> (This little puffin p96) <b>All by myself &amp; I'm a miracle</b> (Out of the Ark) <b>Big red Combine</b> (Time to fly) <b>The Gruffalo</b> (Treasury of songs p 22) <b>Witch Witch</b> (Fantastic First Poems P27)	<b>I hear Thunder</b> (This little puffin p53) <b>Dingle Dangle Scarecrow</b> (This little puffin p58) <b>Shuffle and Squelch</b> (Treasury of songs p 88) <b>What's your colour?</b> (Treasury of songs p 72) <b>Hear we go up to Bethlehem</b> (This little puffin p76)  Christmas Carols and Rhymes.	<b>Wheels on the bus</b> <b>The Sea in the Trees</b> (Book of brilliant poetry P28) <b>Love a duck</b> (Book of brilliant poetry P77) <b>The Whale</b> (Magical World of Milligan p146) <b>Row, Row, Row your boat</b> (This little puffin p55) <b>Cats</b> (Fantastic First Poems P6) <b>The sound Collector</b> (Book of brilliant poetry P73)	<b>Today I saw a little worm</b> (Book of brilliant poetry P21) <b>Miss Polly had a Dolly</b> (This little puffin p54) <b>My name is</b> (Fantastic first poems p19) <b>Chick, Chick, Chick, Chicken</b> (This little puffin p225) <b>Cows in the kitchen</b> (This little puffin p222) <b>Easter</b> (This little puffin p93) <b>I am a fire fighter</b> (People who help us Out of the Ark)	<b>Condensed Animal Poems</b> – choose African animals. (Magical World of Milligan P8 - 61) <b>Tiger</b> (Magical World of Milligan P121) <b>Banana</b> (Magical World of Milligan P148) <b>Nut Tree</b> (Treasury of songs p 74) <b>Hopalong Kangaroo</b> (Treasury of songs p8) <b>Elephantphony</b> (Fantastic First Poems P21)	<b>One Potato, Two potato</b> (This little puffin p123) <b>My Many coloured Days</b> Dr Seuss <b>Don't Cry, Caterpillar</b> (Fantastic First Poems P7) <b>Nutter</b> (Fantastic First Poems P21) <b>Pleas-e!</b> (Fantastic First Poems P23) <b>I am the song</b> (Book of brilliant poetry P56) <b>On and on</b> (Book of brilliant poetry P68)
<b>Sounds Write</b>	Starting week 3 or 4 Unit 1 – 3	Unit 4 - 6	Unit 7 – 8	Unit 9 - 11	Unit 11 and recap	Recap and review
<b>Shared Reading progression</b>	Pobble 365 5 minute activities - Shared story telling - -predict events - Ask and answer why Questions. Begin to introduce unit 1 books on visualiser towards the end of term.	Pobble 365 10 minute activities - Shared story telling - -predict events - Ask and answer why Questions. - Begin to introduce unit 2 books.	Sounds write initial code. Dandelion Launchers Unit 4 – 6 books	Sounds write initial code. Dandelion Launchers Unit 7-8 books	Sounds write initial code. Dandelion Launchers Unit 9-11 books	Sounds write initial code. Introduce longer texts.  Recap and develop fluency.
<b>Personal, Social and Emotional Development (PSHE)</b>	<b>Being me in my world</b> Who am I and how do I fit?	<b>Celebrating Difference</b> Respect for similarity and different. Anti bullying and being unique.	<b>Dreams and Goals</b> Aspirations – how to achieve goals. Understanding the emotions that go with this.	<b>Healthy Me</b> Being and keeping safe and healthy.	<b>Relationships</b> Building positive healthy relationships.	<b>Changing me</b> Coping positively with change.
<b>Understanding the World (Computing)</b>	Barefoot Computing Awesome Autumn Garlands Galore.  Sheffield ILS Computing toolkit. A1 what is a computer	Barefoot Computing Springtime Junk Scarecrows  Sheffield ILS Computing toolkit. A2 – We control technology	Barefoot Computing Busy Bodies movement algorithms.  Sheffield ILS Computing toolkit. A2 – We control technology	Barefoot Computing Summer fun journeys  Sheffield ILS Computing toolkit. A3 – Tinkering Beebots	Barefoot Computing Summer fun colour collections  Sheffield ILS Computing toolkit. A3 – Tinkering Beebots	Barefoot Computing Summer fun seaside tangrams.
<b>Expressive Art and Design (Art and Design)</b>	<b>Focus Artist – Picasso</b> Self-portrait drawing Collage	<b>Focus Artist - Matisse</b> Printing and Painting		<b>Artist – TBC</b> Sculpture – Clay tiles		

<b>Expressive Art and Design (D&amp;T)</b>	Fruit salad face	Christmas Decoration Weaving	Building cars - explore construction	Weaving	Simple Sandwich	Junk Modelling Building Structures and design.
<b>Expressive Arts and Design (Music)</b>	Charanga ME	Charanga My stories	Charanga Everyone	Charanga Our World	Charanga Big Bear Funk	Charanga Reflect, Rewind and Replay
<b>Understanding the World (Science)</b>	All about me x 3 lessons	Celebrations x 6 lessons	Traditional I Tales x 3 lessons Colour x3 lessons	People who help us x 5 lessons	Animals x 3 lessons Under the Sea x 3 lessons	Materials x 4 lessons
<b>Understanding the World (RE)</b>	<b>Special People</b> What makes people special? Christianity and Judaism	<b>Christmas</b> What is Christmas? Christianity Concept incarnation	<b>Celebrations</b> How do people celebrate Hinduism	<b>Easter</b> What is Easter? Christianity Concept – Salvation	<b>Story time</b> What can we learn from stories? Christianity/Hinduism. Sikhism/Islam	<b>Special Places</b> What makes places special? Christianity/Islam/ Judaism

<b>PE Units Real PE Scheme.</b>	<b>Lesson 1:</b> CORE PE UNIT 2 <b>Themes:</b> Journey to the Blue Planet & Monkey Business! <b>Cog:</b> Social <b>Skills:</b> Jumping and Landing Static Seated Balance	<b>Lesson 1:</b> CORE PE – UNIT 1 <b>Themes:</b> Birthday Bike Surprise & Pirate Pranks <b>Cog:</b> Personal <b>Skills:</b> Footwork Static Balance One Leg	<b>Lesson 1:</b> CORE PE UNIT 3 <b>Themes:</b> Tilly the Trains Big Day & Thembi Walks the Tightrope <b>Cog:</b> Cognitive <b>Skills:</b> Dynamic Balance: On a line Static Balance: Stance	<b>Lesson 1:</b> CORE PE – Unit 4 <b>Themes:</b> Clowning Around & Wendy's Water Ski Challenge. <b>Cog:</b> Creative <b>Skills:</b> Ball Skills Counter balance with a partner.	<b>Lesson 1:</b> CORE PE – Unit 5 <b>Themes:</b> Big Top Time & Magic Bean <b>Cog:</b> Applying Physical <b>Skills:</b> Sending and Receiving Reaction/Response	<b>Lesson 1:</b> CORE PE – Unit 6 <b>Themes:</b> The Hairy Scary Woods & Little Kitties Time to Play. <b>Cog:</b> Health & Fitness <b>Skills:</b> Ball chasing & Static Balance Floor Work
	<b>REAL Foundations</b> Explore Real Foundations themes ADVENTURE based on children's interests. Pick a new adventure each week or explore further based on children's progress. Each theme has a different skill. Area's of Learning: PD, PSED & CL	<b>Lesson 2:</b> REAL DANCE UNIT 1 <b>Cog:</b> Personal <b>Skills:</b> Shapes Solo Artistry Shapes Artistry Musicality Circles Solo Partnering Circles Artistry (Making)	<b>Lesson 2:</b> Derby County Enrichment PE <b>Focus:</b> Fundamentals through exploratory play, Controlling movements/Exploring space	<b>Lesson 2:</b> Derby County Enrichment PE <b>Focus:</b> Fundamentals through exploratory play, Controlling movements/ Exploring space	<b>Lesson 2:</b> REAL Gym Unit 1 <b>Themes:</b> Puffing Along & Line out. <b>Cog:</b> Applying Physical <b>Skills:</b> Shape Travel	<b>Lesson 2:</b> REAL Gym Unit 2 <b>Themes:</b> Puffing Along & Line out. <b>Cog:</b> Health & Fitness <b>Skills:</b> Flight Rotation
See REAL PE scheme for progression of skills and PE Curriculum map.						

# Communication and Language

<b>Development Matters</b>	<p><b>Speaking</b> Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p><b>Listening and Attention</b> Understand how to listen carefully and why listening is important.</p> <p><b>Listening and Attention</b> Engage in story times.</p>	<p><b>Speaking</b> Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Speaking</b> Develop social phrases</p> <p><b>Listening and Attention</b> Engage in story times.</p>	<p><b>Speaking</b> Articulate their ideas and thoughts in well-formed sentences.</p> <p><b>Speaking</b> Connect one idea or action to another using a range of connectives.</p> <p><b>Speaking</b> Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p><b>Listening and Attention</b> Engage in non-fiction books.</p>	<p><b>Speaking</b> Describe events in some detail.</p> <p><b>Speaking</b> Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p><b>Speaking</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Listening and Attention</b> Engage in non-fiction books</p>	<p><b>Speaking</b> Use new vocabulary in different contexts.</p> <p><b>Listening and Attention</b> Listen to and talk about stories to build familiarity and understanding.</p>	<p><b>Speaking</b> Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b>Listening and Attention</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	<p>Learn new vocabulary. Use new vocabulary through the day</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>Use new vocabulary in different contexts</p>			
<b>ELG's our children are working towards</b>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>			<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>		

# PSED

<p><b>Development Matters</b></p> <p><i>Italics are additional to DM</i></p>	<p><b><i>Recognise when a peer is upset.</i></b></p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p><i>Learn about and celebrate own uniqueness and everyone is valued equally. (Features eyes, hair colour, height, skin tone)</i></p> <p><b>Developing Character</b> <i>Develop confidence in coming to school and separating from carer.</i></p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p><b>Developing Values</b> <i>Be grateful for things we receive and understand how to show thanks and gratitude.</i></p> <p><i>Show respect for other people and celebrate how we are all different.</i></p> <p><i>Show compassion towards others and know ways to help others.</i></p> <p><b>Essential Knowledge</b> <i>Show an understanding of unhealthy and healthy foods and why we need to eat a balance of foods.</i></p>	<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p><b>Developing lifestyle</b> <i>Understand the importance of healthy food choices, teeth brushing and physical activity.</i></p> <p><b>Life Skills</b> <i>Have knowledge on how to be a safe pedestrian.</i></p>
<p><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i></p>			
<p><b>ELG's our children are working towards</b></p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>

# Physical Development

<b>Development Matters</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
<b>ELG's our children are working towards</b>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>			<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</li> </ul>		

# Literacy

<p><b>Curriculum objectives</b></p> <p><b>Bold statements are DM</b></p> <p><b>Italics are in addition to DM</b></p>	<p><b>Writing</b>  <b>Read individual letters by saying the sounds for them.</b></p> <p><i>Mark makes and explain what they mean.</i></p> <p><i>Begin to write their name.</i></p> <p><i>Can hear and tell you the first sound in a word.</i></p> <p><i>Blends the sounds in CVC words. Audibly</i></p> <p><i>Segments the sounds in VC words. (Orally)</i></p> <p><i>Can add simple labels to a picture using phonics.</i></p> <p><b>Reading &amp; Comprehension</b>  <i>Can blend sounds to read CVC words.</i></p> <p><i>Listen to a story and comment on the events.</i></p> <p><i>To know that a story has a beginning middle and end.</i></p> <p><i>Name the characters from a story.</i></p>	<p><b>Writing</b>  <i>Can add simple labels to a picture using phonics.</i></p> <p><i>With <b>support</b> can write a simple caption.</i></p> <p><i>Can segment sounds to write CVC words.</i></p> <p><i>Write first name by the end of term.</i></p> <p><b>Reading &amp; Comprehension</b>  <b>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</b></p> <p><i>Can blend sounds to read CVC words.</i></p> <p><i>Identify and name the characters and setting of a familiar book.</i></p> <p><i>Join in with repeated refrains from a familiar story.</i></p> <p><i>Use language from the story within role play and discussions.</i></p> <p><i>Understand rhyming vocabulary and the concept of rhyme</i></p>	<p><b>Writing</b>  <b>Form lower-case letters correctly.</b></p> <p><b>Spell words by identifying the sounds and then writing the sound with letter/s. CVC/CVCC</b></p> <p><i>To compose and write a sentence with support using phonics knowledge and finger spaces.</i></p> <p><i>Can read back what has been written.</i></p> <p><b>Reading &amp; Comprehension</b>  <b>Read some letter groups that each represent one sound and say sounds for them. E.g ff/l/z/ss</b></p> <p><b>Read a few common exception words matched to the school's phonic programme.</b></p> <p><i>Begin to use language from the story when discussing it.</i></p> <p><i>Make a simple prediction based on the events of a story so far.</i></p> <p><i>Understand rhyming vocabulary and the concept of rhyme.</i></p>	<p><b>Writing</b>  <i>To compose and write a basic sentence independently, with finger spaces and full stops.</i></p> <p><i>Can read back what has been written.</i></p> <p><b>Reading &amp; Comprehension</b>  <b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</b></p> <p><i>Tell a story to another person using a book or pictures.</i></p>	<p><b>Writing</b>  <b>Form lower-case and capital letters correctly.</b></p> <p><b>Spell words by identifying the sounds and then writing the sound with letter/s.</b></p> <p><b>Re-read what they have written to check that it makes sense.</b></p> <p><i>To compose and write a sentence independently, with finger spaces and full stops.</i></p> <p><i>Can write a sentence about a character with capital letter and full stops.</i></p> <p><i>Aspirational: Can plan what they will write using a flow map.</i></p> <p><i>Aspirational: Can write a sequence of sentences to retell part of a story. (some words spelt correctly others phonetically plausible)</i></p> <p><b>Reading &amp; Comprehension</b>  <b>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</b></p> <p><i>Anticipate, where appropriate, key events</i></p>	<p><b>Writing</b>  <b>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</b></p> <p><b>Re-read what they have written to check that it makes sense.</b></p> <p><i>Aspirational: Can write a sequence of sentences to retell part of a story. (some words spelt correctly others phonetically plausible)</i></p>
--	---	---	--	---	---	---

<p><b>ELG's our children are working towards</b></p>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>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.</li> </ul>	<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
--	--	---	--

# Mathematics

<b>Maths Focus</b>	Baseline Sorting Spatial reasoning 2d shape Subitising 1-2 (Book 1) Subitising 1-3 (Book 2)	Spatial reasoning 3d shape Subitising 1-4 (Book 3) Subitising 1-5 (Book 4)	Pattern Subitising 6-10 (Book 5) Counting from a larger group	Partitioning 2 and 3 (Books 6 and 7) Partitioning 4 (Book 8) Partitioning 5 (Book 9) Partitioning 10 (Book 10)	Measures Composition 6-9 (Book 11) Comparing numbers to 10 (Book 12)	Patterns in odd and even numbers (Book 13) Patterns in doubles (Book 13) Equal distribution (Book 13) Spatial reasoning Measures Pattern
<b>Curriculum Objectives based on development matters but not limited to...</b>	Talk about and explore 2D shapes (for example, circles, rectangles, triangle) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Describe a familiar route.  Discuss routes and locations, using words like 'in front of' and 'behind'.	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Subitising  Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0–5 and some to 10.	Make comparisons between objects relating to, weight and capacity.  Compare, weight and capacity.  Explore the composition of numbers to 10.	Make comparisons between objects relating to size and length,  Compare length
<b>Development matters in Bold</b>	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Understand position through words alone – for example, "The bag is under the table," – with no pointing.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  Subitise.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  Combine shapes to make new ones – an arch, a bigger triangle, etc.  Talk about and explore 3D shapes (for example cuboid) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  Subitise.  Show 'finger numbers' up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  <b>Subitise (recognise quantities without counting) up to 5. (ELG)</b>	Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern.  Begin to describe a sequence of events, real or fictional,  Continue, copy and create repeating patterns.  Subitise  Link the number symbol (numeral) with its cardinal number value.  Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	<b>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. (ELG)</b>	Automatically recall number bonds for numbers 0–5 and some to 10.  Explore the composition of numbers to 10.  Compare numbers.  Understand the 'one more than/one less than' relationship between consecutive numbers.  <b>Have a deep understanding of number to 10, including the composition of each number. (ELG)</b>  <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG)</b>	<b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG)</b>
<b>ELG's our children are working towards</b>	<p style="text-align: center;"><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul>			<p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		



# Understanding the World

<b>Development Matters</b>  <i>Italics are in addition to DM</i>	<p>Talk about members of their immediate family and community.</p> <p>Talk about changes over time – Growth.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Developing Character</b> <i>Be confident exploring outside and new environments.</i></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p><b>Essential Knowledge</b> <i>Know where they live and their local community. Swadlincote.</i></p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p><i>Understand what the world looks like. E.g. globe, maps, sea,</i></p> <p><i>Explore how to control technology with purpose – critters/Beebot. Complete a simple programme on the computer</i></p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Comment on images of familiar situations in the past. (People who help us)</p> <p>Understand that some places are special to members of their community.</p> <p><i>Explore how to control technology with purpose – critters/Beebot. Complete a simple programme on the computer</i></p>	<p>Explore the natural world around them.</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p><b>Essential Knowledge</b> <i>Understand there are other countries where people and animals live.</i></p> <p><i>Develop simple programming skills for programmable toys.</i></p>	<p>Comment on images of familiar situations in the past. (Sports Day)</p> <p>Describe what they see, hear, and feel whilst outside</p> <p><i>Develop simple programming skills for programmable toys.</i></p>
	<p>Describe what they see, hear, and feel whilst outside</p> <p><i>Investigate technology and its purposes.</i></p> <p>Understand the effect of changing seasons on the natural world around them.</p>					
<b>ELG's our children are working towards</b>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul> <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><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and</li> </ul>			

# Understanding the world

changing states of matter.

# Expressive Arts and Design

Development Matters

*Italics are in addition to DM*

<p>Develop storylines in their pretend play.</p> <p><i>Use colour in appropriate ways. Selecting appropriate colours for a purpose.</i></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>Aspirational Experience</b> <i>Investigate the artist Picasso and cubism.</i></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p><b>Essential Knowledge</b> <i>Explore colour mixing and how colour can be used for a purpose.</i></p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p><b>Aspirational Experience</b> Have experience of painting at an angle like professional artists. How does this effect your style? Is it easier or harder to paint?</p> <p><b>Aspirational Experience</b> <i>Investigate the artist Matisse and collage/mosaic.</i></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>
--	---	--	---	--

Explore, use, and refine a variety of artistic effects to express their ideas and feelings. (In continuous provision and focus tasks)  
Explore and engage in music making and dance, performing solo or in groups.

ELG's our children are working towards

## Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.  
Make use of props and materials when role playing characters in narratives and stories.

## Being Imaginative and Expressive

- 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.

