St Giles CE Primary School



EYFS Long-Term Curriculum Plan

At St Giles RWInc has been implemented to foundation literacy skills and White rose underpins teaching and learning of early maths. The wider curriculum is delivered through the Cornerstones curriculum resource. All aspects of teaching and learning are supported by high quality key texts taken from our whole school reading spine. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

St Giles C.E Primary School – EYFS Intent and Implementation

Intent:

At St Giles we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key and we recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At St Giles we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the ReadWrite Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration.

We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

EYFS Curriculum

Cornerstones Topics Long Term Plan

Cycle A – 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Let's Explore **Mini topic:** Exploring Autumn	Stories and Rhymes **Mini topic:** Sparkle and Shine	Once Upon a time **Mini topic:** Marvellous Machines	Animal Safari **Mini topic:** Puddles and Rainbows	Me and My Community **Mini topic:** Down on the Farm	Creep, crawl and wriggle & Garden Explorers (Sunshine and Sunflowers) **Mini topic:** On the Beach
Reception	Me and My Community **Mini topic:** Exploring Autumn	Once Upon a time **Mini topic:** Sparkle and Shine	Starry Night **Mini topic:** Winter Wonderland	Dangerous Dinosaurs **Mini topic:** Puddles and Rainbows	Sunshine and Sunflowers **Mini topic:** Shadows and Reflections	Big, wide world **Mini topic:** Splash/Moving on

For a detailed plan on skills and knowledge coverage please follow this link: Curriculum Dashboard | Maestro

Cornerstones Curriculum Maestro --- Design and Lead --- Intended Coverage --- Coverage --- Each area of learning.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

EYFS Curriculum

Cornerstones Topics Long Term Plan

Cycle B – 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and my community **Mini topic:** Exploring Autumn	Big Wide World **Mini topic:** Once upon a time	Long Ago **Mini topic:** Winter Wonderland	Build it up **Mini topic:** Signs of spring	Ready, steady grow **Mini topic:** Puppets and pop-ups	Creep, crawl and wriggle **Mini topic:** Splash
Reception	Me and My Community **Mini topic:** Exploring Autumn	Once Upon a time **Mini topic:** Sparkle and Shine	Starry Night **Mini topic:** Winter Wonderland	Dangerous Dinosaurs **Mini topic:** Puddles and Rainbows	Sunshine and Sunflowers **Mini topic:** Shadows and Reflections	Big, wide world **Mini topic:** Splash/Moving on

For a detailed plan on skills and knowledge coverage please follow this link: Curriculum Dashboard | Maestro

Cornerstones Curriculum Maestro --- Design and Lead --- Intended Coverage --- Coverage --- Each area of learning.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

EYFS Curriculum

Cornerstones Skills and Knowledge Coverage

Communication and Language

CL	Coverage	Animal S... N R	Big Wide ... N R	Build It Up N R	Creep, Cr... N R	Dangero... N R	Explorin... N R	Let's Expl... N R	Long Ago N R	Marvello... N R	Me and ... N R	Move It N R	On the B... N R	Once Upo... N R	Pre-literacy ... N	Puddles ... N R	Puppets ... N R	Ready St... N R	Shadows... N R	Signs of ... N R	Sparkle a... R R	Splash! N R	Starry Ni... N R	Stories a... N R	Sunshin... N R	Winter W... N R	Moving On R
Listening, attention and understanding	Skills/knowledge > Nursery Reception 98 E. L. Goal 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.	3	4	3	3	6	1	7	4	6	11	1	7	3		2	5	3	4	2	3	1	6	3	3	2	3
Listening, attention and understanding	Skills/knowledge > Nursery Reception 130 E. L. Goal Make comments about what they have heard and ask questions to clarify their understanding.	4	2	4	3	10	3	4	5	13	14	3	5	9		2	5	5	7	3	4	2	10	3	4	4	2
Listening, attention and understanding	Skills/knowledge > Nursery Reception 67 E. L. Goal Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	4	7	1	2	5	2	4	1	5		2	3	4		1		5		2		4	5	3	3	1	3
Speaking	Skills/knowledge > Nursery Reception 115 E. L. Goal Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	5	7	2	3	7	3	8	3	10	7	3	6	6		2	3	8	2	3	1	4	8	5	3	2	4
Speaking	Skills/knowledge > Nursery Reception 108 E. L. Goal Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	6	4	3	3	2	6	4	4	4	2	3	5	5	1	3	3	7	5	5	3	4	5	6	5	4	3

EYFS Curriculum

Communication, Language and Literacy Long Term Plan - Reception

				World Book Week		
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
NELI Topic	People who Help Us	Thing we Wear	My Body	Time	Growing	Journey
NELI Text	Sammy's Kitten	Monster Magic	The Dinosaur Park	Perfect Time	The Lost Lamb	The Holiday
Readerful	Baby Koala	Bear Shaped	Matisse's Magic Trail	Tisha and the Blossom	Martha Maps it Out	Wiggle Wonderful: Poems to Share
Talk for Writing	Dear Zoo	Three Little Pigs	Owl Babies	The Little Green Dinosaur	The Enormous Turnip	Handas Surprise

EYFS Curriculum

White Rose Maths- Nursery Long Term Plan

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Comparison 1: More than, fewer than, same		Shape, space and measure 1: Explore and build with shapes and objects		Pattern 1: Explore Repeats	Counting 1: Hear and say number names		Counting 2: Begin to order number names		Subitising 1: I see 1, 2, 3		Pattern 2: Join in with repeats
Spring	Shape, space and measure 2: Explore position and route	Subitising 2: Show me 1, 2, 3		Counting 3: Move and Label 1, 2, 3		Shape, space and measure 3: Explore position and routes	Pattern 3: Explore Patterns	Counting 4: Take and give 1, 2, 3		Shape, space and measure 4: Match, talk, push and pull	Subitising 3: Talk about dots	
Summer	Comparison 2: Compare and sort collections	Pattern 4: Lead on own repeats	Shape, space and measure 5: Start to puzzle	Pattern 5: Making patterns together	Subitising 4: Make games and actions	Counting 5: Show me 5		Pattern 6: My own pattern	Counting 6: Stop at 1, 2, 3, 4, 5		Comparison 3: Match, sort, compare	Consolidations

EYFS Curriculum

White Rose Maths- Reception Long Term Plan

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to Know You		Match, Sort and Compare		Talk about Measure and Patterns		It's Me 123		Circles & Triangles	1,2,3,4,5		Shapes with 4 sides
Spring	Alive in 5		Mass and Capacity	Growing, 6,7,8		Length, Height, Time		Building 9 and 10			Explore 3D Shapes	
Summer	To 20 and beyond		How many now?	Manipulate, Compose and decompose		Sharing and Grouping		Visualise, build and map			Make Connections	Consolidations

EYFS Curriculum

Phonics and RWI - EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Letters and Sounds Phase 1:** Environmental Sounds Instrumental Sounds	**Letters and Sounds Phase 1:** Rhythm and Rhyme Alliteration Voice Sounds	**RWI Picture frieze**	**RWI Picture frieze/ RWI Initial Sounds**	**RWI Initial Sounds and Assisted Blending**	**RWI Initial Sounds and Assisted Blending**
Reception	**Children are taught their Set 1 sounds**: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	**Recap on set 1 special friends:** th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	**Recap on set 1 special friends:** th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	**Recap on any set 1 sounds (addressing sound gaps).** Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: *put, the, I, no, of, my, for, he*	**Children are taught their set 2 sounds:** ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: *your, said, you, be, are*	**Children are taught their set 2 sounds:** ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.
Reception Expected Level	**Read all Set 1 sounds**	**Read green word cards**	**Photocopiable Ditties**	**Red Ditty Books**	**Green storybooks**	**Green/purple storybooks**

EYFS Curriculum

RE and Worship - EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Worship	Big Bible Heroes	Christmas	All about Jesus	Easter	Followers of Jesus	Followers of Jesus
Reception Worship	Big Bible Heroes	Christmas	All About Jesus	Easter	Living God's Way : The Fruit of the Spirit	Living God's Way : The Fruit of the Spirit
Reception RE Topic	Walsall Syllabus: Being special: where do we belong?	UC Incarnation: Why is Christmas special for Christians?	Walsall Syllabus: Special Stories: What stories are special and why?	UC Salvation: Why is Easter special to Christians?	UC Creation: Why is the word 'God' so important to Christians?	Walsall Syllabus: Special Places: What places are special and why?

EYFS Curriculum

PE - EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Introduction to PE	Gymnastics	Fundamental Skills	Games	Ball Skills	Sports Day Activities
Reception	Fundamental Skills	Fundamental Skills	Gymnastics	Ball Skills	Games	Sports Day Activities

EYFS Curriculum

Music - EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Sing Up – Let's be friends.	Sing Up – Travel and movement. EYFS Christmas production	Sing Up – This is me.	Sing Up – Animal tea party.	Sing Up – I've got feelings.	Sing Up – Let's Jam.
Reception	Sing Up – I've got a grumpy face (3 weeks) Charanga - Me	Charanga – My Stories EYFS Christmas production	Sing Up – Witch, witch Sing Up – The Sorcerer's Apprentice	Sing Up – It's oh so quiet! Sing Up – Shake my sillies out!	Sing Up – Down there under the sea Sing up – Five, fine bumblebees	Recap and rewind Practise for musical showcase

Skills and Knowledge covered throughout Early Years



Autumn 1 Reception– Me and My Community

Key Texts						

Skills and Knowledge		
	Skills	Knowledge
Concept/ Aspect	**Maths – Number: Numerical Patterns**	
Numbers to 10	Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.	Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. Taking objects from a group will leave a smaller amount.
Numbers beyond 20	Reception Skill Identify and represent up to five objects, without counting, using concrete objects and pictorial representation.	However a group of objects is displayed, the total is still the same.
Construct, read and interpret	Record data in simple tables, pictograms or block charts.	Data can be recorded in tables, pictograms and charts.
Position, Direction and Coordinates	Use and understand language that describes where objects are in relation to each other.	Positional language includes under, over, next to, behind, in front, above and through.
Concept/ Aspect	**Literacy -** Comprehension; Word reading; Writing	
Comprehension – sequencing & summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen.

		A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Composition – sentences	Break the flow of speech into words to write simple phrases and sentences that can be read by others.	Writing letters makes words. Words can tell other people what you are thinking or feeling or describe things that have happened. Forming letters correctly helps us and other people to read our words after we have written them. A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'.
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Transcription – spelling – alphabet	Say a sound for each letter in the alphabet.	The alphabet is a series of letters in a fixed order. Each letter of the alphabet has a name and sound.
Transcription – spelling – spelling rules and strategies	Spell words by identifying the sounds and then writing the sounds with letters.	Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word.
Comprehension – word meaning Vocabulary	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations.

Composition – drafting paragraphs	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. Use writing to communicate thoughts, ideas, experiences and events.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. A friend is a person who you know, like and enjoy spending time with. Friends help us and make us feel happy.
Concept/ Aspect	**Communication and Language – Listening, attention and understanding; Speaking**	
Comprehension – sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories. 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.	Some stories include events and settings that people experience in real life or recognise from other stories. Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. Listening is important because it helps you to learn and know what to do. It is important to listen to instructions in order to understand what to do.
Questioning	Ask a relevant scientific question to find out more, explain how things work and why they might happen. During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something. Questions can be used to check that you understand something. Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group.
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities

Concept/ Aspect	PSED - Self-regulation; Managing self; Building relationships	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. Listening is important because it helps you to learn and know what to do. It is important to listen to instructions in order to understand what to do.
Significant people	Reception Skill Build constructive and respectful relationships and talk about the special people in their lives and why they are important.	Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. There are people in our community who help us including doctors, nurses, the police and fire service. All families are different and special. Some things we do are similar and some are different.
Speaking, listening and sharing	Reception Skill Play cooperatively with others and take turns.	Everyone is different and special. There might be things that make them similar or different from others including their appearance or things they like to do. It is important to share resources and take turns in order to get on with others. A friend is a person who you know, like and enjoy spending time with. Friends help us and make us feel happy.
Diversity	See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.	Everyone is different and special. There might be things that make them similar or different from others including their appearance or things they like to do
Vocabulary	Select vocabulary and pictures to express their feelings and consider the feelings of others.	Some feelings make them feel good and some not so good. It is important to be able to indicate feelings.
Healthy lifestyle	Talk about what constitutes a healthy lifestyle.	Eating fruit and vegetables helps keep us healthy. Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene.

Consumers	Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly. Reception Skill Understand that they must wait for their turn to use equipment or take part in activities	Some household products need to be kept out of reach or only used by adults, as they can be harmful if not used properly. It is important to listen to instructions and take turns in order to get on with others.
Concept/ Aspect	**Physical Development- Gross motor skills; Fine motor skills**	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Investigation	Choose and explore appropriate tools for simple practical tasks.	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Paper, fabric, metal and plastic	Cut, tear, fold and stick a range of papers and fabrics.	
Gymnastics	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Sending and striking	Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	
Human form Pencil, ink, charcoal and pen	Reception Skill Represent different parts of the human body from observation, imagination or memory with attention to some detail. Reception Skill Select appropriate tools and media to draw with.	

Concept/ Aspect	EAD - Exp A&D Creating with materials; Being imaginative and expressive	
Structures Creation Paper, fabric, metal and plastic	Construct simple structures and models using a range of materials. Create art in different ways on a theme, to express their ideas and feelings.] Cut, tear, fold and stick a range of papers and fabrics.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Composition	Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.	The different sounds that instruments make can be used to represent feelings, images or stories.
Mechanisms and movement	Explore, build and play with a range of resources and construction kits with wheels and axles.	Vehicles and machines have wheels and axles to help them move.
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Human form	Represent different parts of the human body from observation, imagination or memory with attention to some detail.	
Pencil, ink, charcoal and pen	Select appropriate tools and media to draw with.	
Paint and colour	Use primary and other coloured paint and a range of methods of application.	Mixing two colours together will make a new colour.
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	A friend is a person who you know, like and enjoy spending time with. Friends help us and make us feel happy.

Concept/ Aspect	Understanding the World- Past and present; People culture and communities	
Physical development	Recognise and discuss how they have changed from when they were babies.	Change happens to everyone and we change as we grow. People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.
Diversity	Talk about the different occupations that familiar adults and members of their community have.	There are people in our community who help us including doctors, nurses, teachers, the police and fire service.
Environment	Describe how they can look after their environment.	Litter has a harmful effect on the areas where we live, work and play. We tidy up to keep resources safe so that everyone can enjoy using them.
Human features and landmarks	Name and talk about human-made features in the local environment, including shops, houses, streets and parks.	Maps and plans are pictures or drawings of a place or journey.
Fieldwork	Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	The adults who work at school have different jobs.

Reception – Autumn 1 – Exploring Autumn (Mini Topic)

Key Texts							
(Readerful)	(Talk 4 Writing) Owl Babies						

Skills and Knowledge		
	Skills	**Knowledge**
Concept/ Aspect	**Maths**	

Weight and Mass	Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.	Items can be measured using non standard units to show how long or tall they are. Items can be measured to show how long, tall or heavy they are.
Numbers beyond 20	Reception Skill Recite numbers, in order, to 20 and beyond.	Numbers have an order and a pattern that they follow.
Concept/ Aspect	**Exploring Autumn - Literacy**	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Comprehension – pleasure and motivation to read	Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations.
Comprehension – word meaning	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Social phrases are phrases that are used in everyday life, such as greetings.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Phrases and refrains from texts can be used in classroom conversations or play activities.
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	Writing can take place during play activities, such as writing a postcard in a post office.

Composition – audience and purpose Handwriting – letter formation	Use writing to support their play. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	 A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Exploring Autumn - Physical Development**	
Investigation Malleable materials Handwriting – letter formation	Choose and explore appropriate tools for simple practical tasks. Reception Skill Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	 A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept / Aspect	**Exploring Autumn - Communication and Language**	

Articulation and clarity	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'.
Questioning	Ask a relevant scientific question to find out more, explain how things work and why they might happen. During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. The weather and some plants and trees change with the seasons. In autumn, the weather starts to turn colder and some leaves change colour and fall from the trees.
Discussion	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do.

Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Listening is important because it helps you work or play in a group or class situation. Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities
Concept/ Aspect	**Exploring Autumn - Expressive Arts and Design**	
Structures	Construct simple structures and models using a range of materials.	
Generation of ideas	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Natural art	Use natural materials and loose parts to make 2-D and 3-D art.	
Paint and colour	Use primary and other coloured paint and a range of methods of application.	
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Composition – audience and purpose	Reception Skill Use writing to support their play.	Writing can take place during play activities, such as writing a postcard in a post office.

Concept/ Aspect	Exploring Autumn - PSED	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Concept /Aspect	**Exploring Autumn - Understanding the World**	
Environment	Describe how they can look after their environment.	Litter has a harmful effect on the areas where we live, work and play.
Forces	Describe, predict and sort things that float and sink and talk about the forces that they can feel.	The weather and some plants and trees change with the seasons.
Living things	Explore the natural world around them and give simple descriptions, following observation, of changes.	In autumn, the weather starts to turn colder and some leaves change colour and fall from the trees. Living things change over time. In autumn some leaves change colour and fall from the trees.
Parts and functions	Identify common features for different groups of animals, including wild and domestic animals.	Animals live in different habitats. Animals such as rabbits, badgers and foxes live in a woodland habitat. All animals have special features or ways of behaving that help them to survive.
Observation	With support, observe, record and talk about materials and living things.	The weather and some plants and trees change with the seasons. In autumn, the weather starts to turn colder and some leaves change colour and fall from the trees.

Autumn 2 Reception– Once Upon a Time

Key Texts						

Skills and Knowledge		
	Skills	Knowledge
Concept/ Aspect	**Once Upon a Time - Maths – Number: Numerical Patterns**	
Numbers to 20	Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.	It is important to share resources and take turns in order to get on with others. Numbers to 10 can be made in different ways, but the total is the same each time.
	Explore the composition of numbers to 10 and compare numbers.	Numbers to 10 can be made in different ways but the total is the same each time.
Weight and Mass	Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest.	Items can be measured using non standard units to show how long or tall they are.
Numbers to 10	Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.	Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total.
Shape	Use mathematical names for common 3-D shapes and use 3-D shapes in their play.	3-D shapes are solid shapes. They have a different number of faces and edges. The faces are made up of different 2-D shapes.
Concept/ Aspect	**Once Upon a Time - Literacy - Comprehension; Word reading; Writing**	
Word reading – phonic knowledge	Use phonic knowledge to blend sounds into words. Core knowledge	Blending sounds is pushing sounds together, repeating them faster and faster until the correct pronunciation of the word is voiced.
Word reading – prefixes,	Use phonic knowledge to blend sounds into words.	

suffixes, morphology and etymology		
Comprehension – predicting	Anticipate key events that might happen in a story where appropriate.	There are clues at different points in a story that suggest what might happen next.
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Comprehension – pleasure and motivation to read	Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them.
Composition – narrative	Put words in order to write simple phrases or sentences.	A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'. Sentences do not make sense if the words are in the wrong order. The order of a simple descriptive sentence can be a person, animal or object doing something to another person, animal or object. A common sentence structure can be describing how a person or animal is feeling. Saying a sentence aloud before writing it helps you to remember the order of the words. Reading the sentence back helps you to check the order of the words is correct.
Transcription – spelling – spelling rules and strategies	Spell words by identifying the sounds and then writing the sounds with letters.	Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word.

Composition – evaluating and editing	Reception Skill Talk about their writing with the teacher.	When you have finished your writing, you can talk about what you have written, what you enjoyed or found difficult and what you like about your writing.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Transcription – spelling – prefixes, suffixes, morphology and etymology	Use phonic knowledge to spell words.	
Composition – planning	Use talking to support the writing process, saying words, captions and sentences aloud before writing.	Telling an adult your ideas can help you to put your thoughts in order before you write. Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. A caption is a short piece of text that describes a picture. A sentence is a group of words that are connected to each other to make sense.
Composition – audience and purpose	Use writing to support their play.	Writing can take place during play activities, such as writing a postcard in a post office.
Transcription – spelling – dictations	Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. Capital letters and full stops help the reader know when a sentence starts and ends.
Concept/ Aspect	**Once Upon a Time - Communication & Language**	

Articulation and clarity	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'.
Questioning	During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something. Fairy tales have animals, people and made up characters including bears, witches, trolls and princesses.
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. There are lots of new stories that tell fairy tales in a different way.
Discussion	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. Listening is important because it helps you to learn and know what to do.
Comprehension – understanding	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.	You can use the words you learn in books to help you explain why things happen.

		Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Concept/ Aspect	**Once Upon a Time - PSED**	
Staying safe	Follow rules and instructions to keep safe.	Rules keep us safe when using equipment.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. Listening is important because it helps you to learn and know what to do.
Speaking, listening and sharing	work cooperatively with others and take turns.	It is important to share resources and take turns in order to get on with others.
Vocabulary	Select vocabulary and pictures to express their feelings and consider the feelings of others.	Emotions including sadness, happiness and anger are feelings. Some feelings feel good and some not so good. Some feelings make them feel good and some not so good. It is important to be able to indicate feelings.
Concept/ Aspect	**Once Upon a Time - Physical Development**	
Evaluation Paper, fabric, metal & plastic	Reception Skill Cut, tear, fold and stick a range of papers and fabrics.	
Staying safe	Follow rules and instructions to keep safe.	Rules keep us safe when using equipment.

Malleable materials Outdoor or adventurous activities Dance Pencil, ink, charcoal & pen	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Move confidently in a range of ways and safely negotiate space, obstacles and terrains. Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. Select appropriate tools and media to draw with.	
Concept/ Aspect	**Once Upon a Time - EAD**	
Structures Generation of ideas Paper, fabric, metal & plastic Comprehension – retelling and performing Mechanisms and movement Comprehension – types of writing and conventions	Construct simple structures and models using a range of materials. Core knowledge Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. Cut, tear, fold and stick a range of papers and fabrics. Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. Explore, build and play with a range of resources and construction kits with wheels and axles. Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.	A bridge is a structure that allows people and vehicles to cross over an open space. A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud. Books of the same type of writing contain similar features that help you to work out what is coming next. A story is an account of something that happened that can be true or made up. A rhyme is a word that has the same last sound as another word.

		Some rhymes have regular rhythm patterns that help you know when to join in with repeated words and phrases.
Listening	Listen to a variety of music and talk about how it makes them feel.	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions.
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Materials for purpose	Select appropriate materials when constructing and making.	
Pencil, ink, charcoal & pen	Select appropriate tools and media to draw with.	
Singing	Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	
Composition – audience and purpose	Reception Skill Use writing to support their play.	Writing can take place during play activities, such as writing a postcard in a post office.
Concept/ Aspect	**Once Upon a Time - Understanding the World**	
Physical things	Compare and group objects and materials according to simple given criteria.	Materials can feel soft, smooth, rough, squashy thick and thin. Objects can be grouped according to how they feel.
Changes over time	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Fairy tales show the clothes that people used to wear a long time ago. Fairy tales show the homes that people used to live in a long time ago.
Hierarchy and power	Explore and talk about pictures, stories and information books on the theme of royalty.	Kings and queens are rulers of a country.
Living things	Explore the natural world around them and give simple descriptions, following observation, of changes.	

Properties and uses Observation	Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. With support, observe, record and talk about materials and living things.	

Autumn 2 Reception– Sparkle and Shine

Key Texts							

Skills and Knowledge		
	Skills	Knowledge
Concept/ Aspect	**Sparkle & Shine - Maths – Number: Numerical Patterns**	
Weight and Mass	Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest.	Items can be measured using non standard units to show how long or tall they are.
Numbers to 10	Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.	Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total.
Food prep & cooking	Follow instructions, including simple recipes, that include measures and ingredients.	When people celebrate they sometimes eat special food.
Concept/ Aspect	**Sparkle & Shine - Literacy - Comprehension; Word reading; Writing**	
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.

Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Comprehension – pleasure and motivation to read	Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them.
Comprehension sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Transcription – spelling – dictations	Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. Capital letters and full stops help the reader know when a sentence starts and ends. People send cards, letters and presents to people to celebrate events.
Concept/ Aspect	**Sparkle & Shine - Communication & Language**	

Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Questioning	During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something. Questions can be used to check that you understand something.
Articulation and clarity	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Comprehension – sequencing & summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Concept/ Aspect	**Sparkle & Shine - PSED**	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.

Speaking, listening & sharing	Play cooperatively with others and take turns.	It is important to share resources and take turns in order to get on with others.
Concept/ Aspect	**Sparkle & Shine - Physical Development**	
Dance Creation Paper, fabric, metal & plastic Malleable materials Handwriting – letter formation	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. Create art in different ways on a theme, to express their ideas and feelings. Cut, tear, fold and stick a range of papers and fabrics. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	Traditional dances are performed as part of Diwali celebrations. A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Sparkle & Shine - EAD**	
Structures Creation Generation of ideas	Construct simple structures and models using a range of materials. Create art in different ways on a theme, to express their ideas and feelings. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	

Paper, fabric, metal & plastic	Cut, tear, fold and stick a range of papers and fabrics.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Natural art	Use natural materials and loose parts to make 2-D and 3-D art.	
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Concept/ Aspect	**Sparkle & Shine - Understanding the World**	
Place in the world	Show an awareness of the similarities and differences between people in different communities and groups from around the world.	Lights are used in lots of celebrations in autumn and winter. Christmas is celebrated in different ways around the world. Diwali and Hanukkah are celebrations.
Identification and classification	Name and sort everyday items into groups of the same material.	Shiny materials reflect light.

Spring 1 Reception– Starry Night

Key Texts						

Skills and Knowledge		
	Skills	Knowledge
Concept/ Aspect	**Starry Night - Maths – Number: Numerical Patterns**	
Numbers to 20	Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. Explore the composition of numbers to 10 and compare numbers.	Numbers to 10 can be made in different ways, but the total is the same each time. Numbers to 10 can be made in different ways but the total is the same each time.
Multiplication	Double quantities within 10 and explore how to share amounts evenly using concrete resources.	Doubling is adding the same number to itself. Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets.
Time	Order and sequence familiar events, such as everyday routines.	Events can be sequenced using everyday words, such as first, then, next, morning and afternoon.
Concept/ Aspect	**Starry Night - Literacy - Comprehension; Word reading; Writing**	
Composition – sentences	Break the flow of speech into words to write simple phrases and sentences that can be read by others.	Writing letters makes words. Words can tell other people what you are thinking or feeling or describe things that have happened. Forming letters correctly helps us and other people to read our words after we have written them. A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'.
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words.

	play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	Rhymes, poems and songs can be remembered and performed aloud.
Word reading – grapheme-phoneme correspondence	Recognise and say sounds represented by graphemes, including at least 10 digraphs.	Sounds are represented by letters. The alphabet has 26 letters, and each letter has a sound. Letters can be grouped together to make new sounds. A grapheme is a written letter or letters that represent a single sound in a word. A digraph is two letters grouped together to make one sound, such as 'ch' or 'ow'.
Transcription – spelling – spelling rules and strategies	Spell words by identifying the sounds and then writing the sounds with letters.	Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word.
Comprehension –sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories. Core knowledge	Some stories include events and settings that people experience in real life or recognise from other stories.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Word reading – phonic knowledge	Use phonic knowledge to blend sounds into words.	Blending sounds is pushing sounds together, repeating them faster and faster until the correct pronunciation of the word is voiced.
Composition – planning	Use talking to support the writing process, saying words, captions and sentences aloud before writing.	Telling an adult your ideas can help you to put your thoughts in order before you write. Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. A caption is a short piece of text that describes a picture. A sentence is a group of words that are connected to each other to make sense.

Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Starry Night - Communication & Language**	
Questioning	Ask a relevant scientific question to find out more, explain how things work and why they might happen.	There is no sunlight at night so the sky is dark. The stars and Moon are always in the sky but the Sun's bright light hides them in the daytime.
Listening and responding	During small group, class and 1:1 discussions, ask questions to understand what has been said. Reception Skill 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.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something. Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings.
Discussion	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'.

Comprehension – understanding	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.	You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader.
Comprehension sequencing & summarising	Reception Skill Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Concept/ Aspect	**Starry Night - PSED**	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Personal hygiene	Look after basic hygiene and personal needs and talks about the importance of good oral health.	Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. Brushing teeth before bed and avoiding sugary drinks and snacks help keeps teeth healthy.
Vocabulary	Select vocabulary and pictures to express their feelings and consider the feelings of others.	Brave people show no fear of dangerous or difficult things. Some feelings make them feel good and some not so good. It is important to be able to indicate feelings.
Healthy lifestyle	Talk about what constitutes a healthy lifestyle.	

		Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene.
Concept/ Aspect	**Starry Night - Physical Development**	
Dance	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.	When people dance they move their body and feet to music.
Investigation	Choose and explore appropriate tools for simple practical tasks.	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Outdoor or adventurous activities	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.	
Pencil, ink, charcoal & pen	Select appropriate tools and media to draw with.	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters
Concept/ Aspect	**Starry Night - EAD**	
Listening	Listen to a variety of music and talk about how it makes them feel. Core knowledge	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions.

Performance	Learn and sing songs and rhymes as part of a larger group.	Lullabies are songs that adults sing to babies to help them get to sleep.
Generation of ideas	Communicate their ideas as they are creating artwork. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	
Structures	Construct simple structures and models using a range of materials.	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Mechanisms and movement	Explore, build and play with a range of resources and construction kits with wheels and axles.	
Comprehension typesof writing & conventions	Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.	Books of the same type of writing contain similar features that help you to work out what is coming next. A story is an account of something that happened that can be true or made up. A rhyme is a word that has the same last sound as another word. Some rhymes have regular rhythm patterns that help you know when to join in with repeated words and phrases.
Music appreciation	Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.	Lullabies are songs that adults sing to babies to help them get to sleep.
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Materials for purpose	Select appropriate materials when constructing and making.	
	Select appropriate tools and media to draw with.	

Pencil, ink, charcoal& pen Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Concept/ Aspect	**Starry Night - Understanding the World**	
Physical things	Compare and group objects and materials according to simple given criteria.	Soft materials bend easily. They are not hard or rough to touch. Hard materials are difficult to bend break & cut. Smooth materials have no lumps, bumps or holes.
Diversity	Talk about the different occupations that familiar adults and members of their community have.	There are adults in our community who work at night to help us including people who work for the fire service, police and ambulance service.
Settlements and land use	Describe a contrasting environment to their own.	
Forces	Describe, predict and sort things that float and sink and talk about the forces that they can feel.	
Modelling	Explore and describe electrical and non-electrical light sources.	Dark is the absence of light.
Report and conclude	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. Share stories and talk about events in the past.	People travelled to the moon in space rockets. Neil Armstong visited the moon.
Observation	With support, observe, record and talk about materials and living things.	Owls are nocturnal birds. They are awake during the night and sleep during the day. Nocturnal animals are awake during the night and sleep in the daytime.

Spring 1 Reception– Winter Wonderland

Key Texts						

Skills and Knowledge		
	Skills	Knowledge
Concept/ Aspect	**Winter Wonderland - Maths – Number: Numerical Patterns**	
Shape	Use mathematical names for common 2-D shapes and explore shapes in their play.	2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes.
Weight and Mass	Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest.	Items can be measured using non standard units to show how long or tall they are.
Pattern and Symmetry	Reception Skill Continue, copy and create repeating patterns using a variety of objects.	
Numbers to 20	Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.	Numbers to 10 can be made in different ways, but the total is the same each time.
Food pre and cooking	Follow instructions, including simple recipes, that include measures and ingredients.	
Numbers beyond 20	Identify and represent up to five objects, without counting, using concrete objects and pictorial representation. Core knowledge	However a group of objects is displayed, the total is still the same.
Concept/ Aspect	**Winter Wonderland - Literacy - Comprehension; Word reading; Writing**	

Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Word reading – words containing GPCs	Blend sounds into words so that they can read short words made up of known letter-sound correspondences.	Words can be read by saying each letter's sound aloud and blending them.
Composition – sentences	Break the flow of speech into words to write simple phrases and sentences that can be read by others.	Writing letters makes words. Words can tell other people what you are thinking or feeling or describe things that have happened. Forming letters correctly helps us and other people to read our words after we have written them. A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'.
Comprehension –sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Composition – planning	Use talking to support the writing process, saying words, captions and sentences aloud before writing.	Telling an adult your ideas can help you to put your thoughts in order before you write. Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. A caption is a short piece of text that describes a picture. A sentence is a group of words that are connected to each other to make sense.

Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Winter Wonderland - Communication & Language**	
Questioning	Ask a relevant scientific question to find out more, explain how things work and why they might happen. During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings.
Discussion	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'.
Articulation and clarity	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talking in full sentences helps other people to understand what you are saying.

Listening and responding Comprehension – understanding Comprehension –sequencing and summarising Vocabulary	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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Talk about stories and make connections with events in their own lives or other familiar stories. Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'. Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. Some stories include events and settings that people experience in real life or recognise from other stories. Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Concept/ Aspect	**Winter Wonderland - PSED**	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.

Speaking, listening and sharing	Reception Skill Play cooperatively with others and take turns.	It is important to share resources and take turns in order to get on with others.
Concept/ Aspect	**Winter Wonderland - Physical Development**	
Investigation Creation Paper, fabric, metal & plastic Malleable materials Dance Handwriting – letter formation	Choose and explore appropriate tools for simple practical tasks. Create art in different ways on a theme, to express their ideas and feelings. Cut, tear, fold and stick a range of papers and fabrics. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	Art can be made using lots of different resources. A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Winter Wonderland - EAD**	
Comprehension – retelling and performing Structures	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. Construct simple structures and models using a range of materials.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.

Creation	Create art in different ways on a theme, to express their ideas and feelings.	Art can be made using lots of different resources.
Generation of ideas	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	
Paper, fabric, metal &plastic	Cut, tear, fold and stick a range of papers and fabrics.	
Mechanisms and movement	Explore, build and play with a range of resources and construction kits with wheels and axles.	
Comprehension – types of writing and conventions	Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.	Books of the same type of writing contain similar features that help you to work out what is coming next. A story is an account of something that happened that can be true or made up. A rhyme is a word that has the same last sound as another word. Some rhymes have regular rhythm patterns that help you know when to join in with repeated words and phrases.
Music appreciation	Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.	Musical instruments make different sounds.
Malleable materials Investigation	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Observe how activities are going and adapt their ideas if necessary.	Water turns to ice when the temperature is very cold. Heat causes ice to melt. When ice melts it becomes water again.
Materials for purpose	Select appropriate materials when constructing and making.	
	Use writing to communicate thoughts, ideas, experiences and events.	

Composition – drafting paragraphs		
Concept/ Aspect	**Winter Wonderland - Understanding the World**	
Location	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	There are places in the world where it is always cold and snowy. The animals that live there have special features that help them to live in the cold.
Earth	Describe simply how weather changes as the seasons change. Core knowledge	Winter is a season, it comes after autumn. The weather is colder in winter with more snow, hail and rain.
Survival	Describe some ways that plants or animals should be cared for in order for them to survive.	In winter the days are short and the nights are cold. Some birds need us to feed them during winter to help them survive.
Report and conclude	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.	
Creation	Use age-appropriate software to create images and record sounds and videos.	

Spring 2 Reception– Dangerous Dinosaurs

Key Texts							
Skills and Knowledge							
	Skills					Knowledge	
Concept/ Aspect	**Dangerous Dinosaurs - Maths – Number: Numerical Patterns**						

Numbers to 10	Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.	Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total.
Length and Height	Compare and order the length and height of two to three objects and use and understand the language tall, taller, tallest, long, longer, longest, short, shorter and shortest.	Items can be measured using non standard units to show how long or tall they are.
	Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.	Items can be measured to show how long, tall or heavy they are.
Gather and record data	Reception Skill Record data in simple tables and pictograms.	
Construct, read and interpret	Record data in simple tables, pictograms or block charts.	Data can be recorded in tables, pictograms and charts.
Numbers beyond 20	Use and understand language related to adding and subtracting, including 'more than, less than' and 'the same as'.	The same as means that both quantities match. More than is a bigger amount. Less than is a smaller amount.
Money	Use money, including coins, in role play situations.	There are different types of coins. Each coin is worth a different amount
Concept/ Aspect	**Dangerous Dinosaurs - Literacy - Comprehension; Word reading; Writing**	
Comprehension – word meaning	Reception Skill Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations.
Comprehension –sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Comprehension pleasure and motivation to read	Reception Skill Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. Non-fiction books tell us about facts and events.

Word reading – words containing GPCs	Reception Skill Blend sounds into words so that they can read short words made up of known letter-sound correspondences.	Words can be read by saying each letter's sound aloud and blending them.
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Word reading – reading aloud	Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.	Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. Rereading a phrase or sentence can help you to become familiar with common words.
Composition – performing and presenting	Share their writing with others, reading it aloud where appropriate.	Your writing can be read aloud to others. Other people can be informed or entertained by your writing. Reading your writing aloud can lead you to develop a sense of pride in your work.
Transcription – spelling, spelling rules and strategies	Reception Skill Spell words by identifying the sounds and then writing the sounds with letters.	Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Composition – planning	Use talking to support the writing process, saying words, captions and sentences aloud before writing.	Telling an adult your ideas can help you to put your thoughts in order before you write. Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. A caption is a short piece of text that describes a picture. A sentence is a group of words that are connected to each other to make sense.

Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Handwriting – letter formation	Reception Skill Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Transcription – spelling – dictations	Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. Capital letters and full stops help the reader know when a sentence starts and ends.
Concept/ Aspect	**Dangerous Dinosaurs - Communication & Language**	
Comprehension –sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Questioning	Ask a relevant scientific question to find out more, explain how things work and why they might happen. During small group, class and 1:1 discussions, ask questions to understand what has been said. Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	Living things including dinosaurs lived millions of years ago. Dinosaur remains are called fossils. Dinosaurs were living things that lived on Earth millions of years ago. They are now extinct. Dinosaur means terrible lizard. A volcano is a mountain with a large hole at the top. Lava comes out of the top of the volcano. Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.

Comprehension – questioning and explaining Discussion Articulation and clarity Listening and responding Vocabulary	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen. Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 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. Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'. Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'. Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Concept/ Aspect	**Dangerous Dinosaurs - PSED**	
Speaking, listening & sharing	Play cooperatively with others and take turns.	It is important to share resources and take turns in order to get on with others.

Issues, evidence &ideas Listening and responding	Identify and moderate their feelings socially and emotionally and ask for help when they need it. 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.	Know who to ask for help when they need it. Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Concept/ Aspect	**Dangerous Dinosaurs - Physical Development**	
Athletics	Adjust speed when running, and jump off objects and land successfully.	
Investigation	Choose and explore appropriate tools for simple practical tasks.	There are different ways to join materials together.
Gymnastics	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.	
Landscapes	Draw or paint a place from observation or imagination.	
Printing	Make simple prints using a variety of tools, including print blocks and rollers.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Outdoor or adventurous activities	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.	
Pencil, ink, charcoal & pen	Select appropriate tools and media to draw with.	

Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Dangerous Dinosaurs - EAD**	
Performance	Learn and sing songs and rhymes as part of a larger group.	
Generation of ideas	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	
A narrative is a sequenced account.	Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.	
Landscapes	Draw or paint a place from observation or imagination.	
Comprehension – types of writing and conventions	Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.	
Comprehension – types of writing and conventions	Books of the same type of writing contain similar features that help you to work out what is coming next. A story is an account of something that happened that can be true or made up.	

	A rhyme is a word that has the same last sound as another word. Some rhymes have regular rhythm patterns that help you know when to join in with repeated words and phrases.	
Printing	Make simple prints using a variety of tools, including print blocks and rollers.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Investigation	Observe how activities are going and adapt their ideas if necessary.	
Pencil, ink, charcoal & pen	Select appropriate tools and media to draw with.	
Evaluation	Share their creations with others, explaining their intentions and the techniques and tools they used.	
Natural art	Use natural materials and loose parts to make 2-D and 3-D art.	
Paint and colour	Use primary and other coloured paint and a range of methods of application.	
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Concept/ Aspect	**Dangerous Dinosaurs - Understanding the World**	
Parts and functions	Identify common features for different groups of animals, including wild and domestic animals.	Dinosaurs were prehistoric reptiles that lived millions of years ago.
Data and computational thinking	Input simple instructions to technological toys, including floor robots and onscreen sprites.	Technological toys need instructions to achieve an outcome.

Phenomena	Make a shadow bigger or smaller using toys, play equipment and a light source.	Shadows are made when a solid object blocks a source of light.
Maps	Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a picture or drawing of a place or journey.
Nutrition	Match animals to the foods that they eat.	
Software	Use age-appropriate software independently.	Software is the programs we use on computers and mobile devices.
Measurement	With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time.	

Spring 2 Reception– Puddles & Rainbows

Key Texts							
Skills and Knowledge							
	Skills					Knowledge	
Concept/ Aspect	**Puddles & Rainbows - Maths – Number: Numerical Patterns**						
Pattern and Symmetry Numbers to 20 Gather and record data	Continue, copy and create repeating patterns using a variety of objects. Explore the composition of numbers to 10 and compare numbers. Record data in simple tables and pictograms.					Numbers to 10 can be made in different ways but the total is the same each time.	
Concept/ Aspect	**Puddles & Rainbows - Literacy - Comprehension; Word reading; Writing**						

Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Word reading – reading aloud	Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.	Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. Rereading a phrase or sentence can help you to become familiar with common words.
Transcription – spelling rules and strategies	Spell words by identifying the sounds and then writing the sounds with letters.	Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word.
Comprehension – sequencing & summarising	Reception Skill Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Composition – audience & purpose	Reception Skill Use writing to support their play.	Writing can take place during play activities, such as writing a postcard in a post office.
Concept/ Aspect	**Puddles & Rainbows - Communication & Language**	
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story.

		Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings.
Discussion	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'.
Questioning	During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.
Articulation and clarity	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Comprehension – understanding	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.	You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word.

		A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader.
Comprehension – sequencing & summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Concept/ Aspect	**Puddles & Rainbows - PSED**	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Speaking, listening& sharing	Play cooperatively with others and take turns.	It is important to share resources and take turns in order to get on with others.
Vocabulary	Select vocabulary and pictures to express their feelings and consider the feelings of others.	Emotions including sadness, happiness and anger are feelings. Some feelings feel good and some not so good. Some feelings make them feel good and some not so good. It is important to be able to indicate feelings.
Concept/ Aspect	**Puddles & Rainbows - Physical Development**	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Paper, fabric, metal & plastic	Cut, tear, fold and stick a range of papers and fabrics.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Concept/ Aspect	**Puddles & Rainbows - EAD**	

Paint and colour	Use primary and other coloured paint and a range of methods of application.	
Evaluation	Adapt and refine their work as they are constructing and making. Share their creations with others, explaining their intentions and the techniques and tools they used.	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Generation of ideas	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	
Paper, fabric, metal & plastic	Cut, tear, fold and stick a range of papers and fabrics.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Composition	Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.	The different sounds that instruments make can be used to represent feelings, images or stories.
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Singing	Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	
Composition – paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	

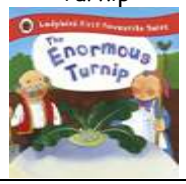
Composition – audience and purpose	Use writing to support their play.	Writing can take place during play activities, such as writing a postcard in a post office.
Concept/ Aspect	**Puddles & Rainbows - Understanding the World**	
Earth	Describe simply how weather changes as the seasons change.	Spring is a season. It comes after winter and before summer. Spring weather is changeable. It can be warm, cold, sunny, rainy and even snowy.
Survival	Describe some ways that plants or animals should be cared for in order for them to survive.	Plants need water, sunlight and air to grow and survive.
Modelling	Explore and describe electrical and non-electrical light sources.	
Phenomena	Name and describe natural phenomena, such as the size of shadows, the speed of clouds moving across the sky and the strength of a wave.	Rain is drops of water that fall from clouds.
Climate and weather	Record observations about the way the local environment changes throughout each season.	Spring weather is changeable. It can be warm, cold, sunny, rainy and even snowy.
Creation	Reception Skill Use age-appropriate software to create images and record sounds and videos.	
Observation	With support, observe, record and talk about materials and living things.	Some materials are waterproof, meaning water cannot pass through. Other materials are not waterproof, meaning the water can pass through.



Reception-Summer 1 – Sunshine and Sunflowers



This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.

Key Texts								
(Readerful) Marthas Maps	(Readerful) Tisha and the Blossom 	(Talk 4 Writing) The Enormous Turnip 	Shark in the Park – Nick Sharrat 	Errols Garden – Gillian Hibbs 	Beautiful Butterfly Bouquet – Nicola Davis 	Jump and Shout – Mike Dumbleton 	There a Tiger in my Garden – 	A tiny little Seed – Eric Carle

Skills and Knowledge

	Skills	Knowledge
Concept/ Aspect	**Maths**	
Number; Numerical patterns –to 10	Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.	Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total.
Number; Numerical patterns –to 20	Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three.	There are different ways of separating numbers into two groups but the total is still the same.
Volume and Capacity	Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty.	The capacity of an object is how much it can hold.
Pattern and Symmetry	Continue, copy and create repeating patterns using a variety of objects.	

Multiplication Length and Height Money Time	Double quantities within 10 and explore how to share amounts evenly using concrete resources. Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. Use money, including coins, in role play situations. Use simple timers to measure periods of time.	Doubling is adding the same number to itself. Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. Items can be measured to show how long, tall or heavy they are. There are different types of coins. Each coin is worth a different amount. We use money including coins to buy things.
Concept	**Physical**	
Team games Landscapes Malleable materials Sending and striking Handwriting – letter formation	Create art in different ways on a theme, to express their ideas and feelings. Draw or paint a place from observation or imagination. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Exp A&D - Creating with materials; Being imaginative and expressive**	
Singing	Create art in different ways on a theme, to express their ideas and feelings.	

Generation of ideas	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Landscapes	Draw or paint a place from observation or imagination.	
Significant people, artwork and movements	Explore artwork by famous artists and talk about their likes and dislikes. Explore significant products.	An artist is a person who creates artwork including paintings and sculptures. A scarecrow is a model of a person dressed in old clothes and put in a field of growing crops to frighten birds away.
Comprehension – types of writing and conventions	Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.	Books of the same type of writing contain similar features that help you to work out what is coming next. A story is an account of something that happened that can be true or made up. A rhyme is a word that has the same last sound as another word. Some rhymes have regular rhythm patterns that help you know when to join in with repeated words and phrases.
Performance	Learn and sing songs and rhymes as part of a larger group.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Everyday products	Name and explore a range of everyday products and begin to talk about how they are used.	

Comprehension – retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	There can be several characters and settings within a story. There are many events in a story, but some are more important than others. *A setting is a place where things happen in a story.
Natural art	Use natural materials and loose parts to make 2-D and 3-D art.	
Paint and colour	Use primary and other coloured paint and a range of methods of application.	
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Concept/ Aspect	**Literacy - Comprehension; Word reading; Writing**	
Word reading – blending	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations.
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Comprehension – pleasure and motivation to read	Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them.
Composition – narrative	Put words in order to write simple phrases or sentences.	A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'.

		Sentences do not make sense if the words are in the wrong order. The order of a simple descriptive sentence can be a person, animal or object doing something to another person, animal or object. A common sentence structure can be describing how a person or animal is feeling. Saying a sentence aloud before writing it helps you to remember the order of the words. Reading the sentence back helps you to check the order of the words is correct.
Word reading – reading aloud	Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.	Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word.Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. Rereading a phrase or sentence can help you to become familiar with common words.
Composition – performing and presenting	Share their writing with others, reading it aloud where appropriate.	Poetry is a form of writing. Your writing can be read aloud to others. Other people can be informed or entertained by your writing. Reading your writing aloud can lead you to develop a sense of pride in your work.
Transcription – spelling – spelling rules and strategies	Spell words by identifying the sounds and then writing the sounds with letters. Core knowledge	Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word.
Comprehension – retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	There can be several characters and settings within a story.

Comprehension – inference Vocabulary Word reading - prefixes, suffixes, morphology and etymology Composition – drafting paragraphs Handwriting – letter formation Transcription – spelling – dictations	Talk about the pictures in storybooks and use them to discuss how characters might be feeling. Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. Use phonic knowledge to blend sounds into words. Use writing to communicate thoughts, ideas, experiences and events. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	There are many events in a story, but some are more important than others. A setting is a place where things happen in a story. Pictures of characters can show how they are feeling through their facial expressions and body language. Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters. A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. Capital letters and full stops help the reader know when a sentence starts and ends.

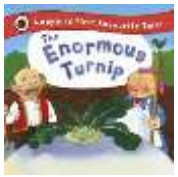
UTW - People, culture and communities; The natural world		
Habitats	Observe and describe living things and their habitats within the local environment.	Living things live in different habitats. Gardens are habitats for many plants, trees and animals.
Identification and classification	Begin to name and group plants and trees according to their observable features.	Parts of a plant include the roots, stem, leaves, flowers and petals. Gardeners use compost to help plants grow.
Survival	Describe some ways that plants or animals should be cared for in order for them to survive.	
Living things	Explore the natural world around them and give simple descriptions, following observation, of changes.	A female butterfly lays eggs. Caterpillars hatch from a butterfly's eggs. Caterpillars grow, then form a chrysalis or cocoon. A butterfly emerges from a chrysalis.
Physical interactions	Input simple instructions to make technological toys operate, including floor robots and onscreen sprites.	Floor robots will only move in the direction they are programmed to go in. Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed.
Maps	Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a drawing of an area of land or sea it shows features, including roads, paths, rivers, woods and buildings. A map is a drawing of an area of land or sea. It shows features, including roads, paths, rivers, woods and buildings.
Parts and functions	Name and describe basic features of plants and trees.	A sunflower is a type of plant that usually has a very tall stem and a yellow flower with lots of long, thin, petals. Plants need air, sunlight, warmth, water and nutrients from soil to grow.
Digital searching	Navigate to find digital content, in digital folders and online, with supervision.	The weather, plants and animals in the local environment, change throughout the year.

Pattern seeking Report and conclude Software Observation	Notice and begin to describe patterns of weather in summer and winter. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. Use age-appropriate software independently. With support, observe, record and talk about materials and living things.	Plants draw up water through their roots and it travels through the stem to the leaves and petals. Software is the programs we use on computers and mobile devices. Living things live in different habitats. Gardens are habitats for many plants, trees and animals. Butterflies are insects. They feed on nectar from flowers.
PSED - Self-regulation; Managing self; Building relationships		
Healthy lifestyle Staying safe Listening and responding Personal hygiene Diversity Consumers	Talk about why it is important to stay safe in the sun. Follow instructions when in different environments and when handling simple equipment, such as scissors. 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. Look after basic hygiene and personal needs and talks about the importance of good oral health. See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.	To stay safe in the sun wear sun cream and a sun hat, find shady places to play and keep hydrated. Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. Plants need air, sunlight, warmth, water and nutrients from soil to grow. Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. It is important to keep hydrated on a hot day. Everyone is different and special. Some things might make them similar to or different from others, including their appearance or things they like to do.

	Understand that they must wait for their turn to use equipment or take part in activities.	It is important to share resources and take turns so that everyone can get along.
CL Listening, attention and understanding; Speaking		
Comprehension - – word meaning - Articulation and clarity	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'.
Questioning	Ask a relevant scientific question to find out more, explain how things work and why they might happen. During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings.
Discussion	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'.

Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Comprehension – inference	Talk about the pictures in storybooks and use them to discuss how characters might be feeling.	Pictures of characters can show how they are feeling through their facial expressions and body language.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Vocabulary, grammar and punctuation – verbs and tenses	Use regular tenses and plurals, and begin to use irregular tenses correctly.	People use different words when referring to things that are happening now and things that have happened in the past. Sometimes they do not follow a pattern, such as 'I run' and 'I ran' or 'I eat' and 'I ate'.

Reception Summer 1 – Shadows and Reflections

Key Texts			
Princess Mirrorbelle – Julia Donaldson 	(Readerful) Tisha and the Blossom 	(Talk 4 Writing) The Enormous Turnip 	Little Beaver and the Echo – Anne McDonald 

Skills and Knowledge		
	Skills	**Knowledge**
Concept/ Aspect	**Shadows & Reflections - Maths: Number; Numerical patterns**	
Pattern and Symmetry	Continue, copy and create repeating patterns using a variety of objects.	
Numbers to 10	Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.	Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total.
Multiplication	Double quantities within 10 and explore how to share amounts evenly using concrete resources.	Doubling is adding the same number to itself. Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets.
Maths: Length and Height	Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.	Items can be measured to show how long, tall or heavy they are.
Shape	Use names for common 3-D shapes and use 3-D shapes in their play.	3-D shapes are solid shapes. They have a different number of faces and edges. The faces are made up of different 2-D shapes.

Concept/ Aspect	Shadows & Reflections - Gross motor skills; Fine motor skills	
Athletics	Adjust speed when running, and jump off objects and land successfully.	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Gymnastics	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Dance	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.	
Human form	Represent different parts of the human body from observation, imagination or memory with attention to some detail.	A human face has two eyes, a nose and a mouth.
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Shadows & Reflections - PSED Self-regulation; Managing self**	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Diversity	See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.	Everyone is different and special. Some things might make them similar to or different from others, including their appearance or things they like to do.

Vocabulary	Select vocabulary and pictures to express their feelings and consider the feelings of others.	Emotions including sadness, happiness and anger are feelings. Some feelings feel good and some not so good. Some feelings make them feel good and some not so good. It is important to be able to indicate feelings.
Concept/ Aspect	**Shadows & Reflections - World The natural world**	
Materials	Compare and group objects and materials according to simple given criteria.	Some objects block light and make a shadow. Some objects let light through.
Hardware	Explore how to use different computing hardware.	Smartphones, tablets, laptops, computers and floor robots are all types of computing hardware.
Phenomena	Make a shadow bigger or smaller using toys, play equipment and a light source. Name and describe natural phenomena, such as the size of shadows, the speed of clouds moving across the sky and the strength of a wave.	A shadow is a dark shape that can be seen on a floor or wall. Shadows are made when a solid object blocks light.
Maps	Make and use simple maps in their play to represent places and journeys, real and imagined.	
Concept/ Aspect	**Shadows & Reflections - Exp A&D Creating with materials; Being imaginative and expressive**	
Structures	Construct simple structures and models using a range of materials.	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.

Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Human form	Represent different parts of the human body from observation, imagination or memory with attention to some detail.	A human face has two eyes, a nose and a mouth.
Comprehension – retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	There can be several characters and settings within a story. There are many events in a story, but some are more important than others. A setting is a place where things happen in a story.
Natural art	Use natural materials and loose parts to make 2-D and 3-D art.	
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Concept/ Aspect	**Shadows & Reflections - C&L listening, attention and understanding; Speaking**	
Questioning	Ask a relevant scientific question to find out more, explain how things work and why they might happen. During small group, class and 1:1 discussions, ask questions to understand what has been said.	We can see our reflections in mirrors and other shiny surfaces. Smooth, shiny surfaces reflect light. Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.
Comprehension – inference	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings.
Articulation and clarity	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense.

		The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Comprehension – understanding	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.	You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader.
Comprehension – sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Concept/ Aspect	**Shadows & Reflections - Literacy: Comprehension; Word reading; Writing**	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words.

		Rhymes, poems and songs can be remembered and performed aloud.
Word reading – common exception words	Read some common exception words.	Common exception words are words that do not follow the spelling and sound patterns learned so far, such as 'the', 'he' and 'to'.
Transcription – spelling – spelling rules and strategies	Spell words by identifying the sounds and then writing the sounds with letters.	Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word.
Comprehension – sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Comprehension – retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	There can be several characters and settings within a story. There are many events in a story, but some are more important than others. *A setting is a place where things happen in a story.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent.

Transcription – spelling – dictations	Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters. A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. Capital letters and full stops help the reader know when a sentence starts and ends.

Reception Summer 2 – Big Wide World

This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.

Key Texts			
All are welcome  	(Readerful) Wiggle Wonderful Poems to share	(Talk 4 Writing) Handas Surprise	The Snail and the Whale – Julia Donaldson 

Concept/ Aspect	Big Wide World - Maths: Number; Numerical patterns	
	Skills	**Knowledge**
Numbers to 10	Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.	Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. A recipe is a set of instructions that tells us how to make food.

Food preparation and cooking	Follow instructions, including simple recipes, that include measures and ingredients.	
Data analysis	Record simple data in physical activities during their play, such as running, jumping, skipping and hopping.	Timers and counting can be used to record data in physical activities.
Position, Direction and Coordinates	Use and understand language that describes where objects are in relation to each other. Positional language includes under, over, next to, behind, in front, above and through.	
Shape	Use mathematical names for common 2-D shapes and explore shapes in their play.	2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes.
Concept/ Aspect	**Big Wide World - PD Gross motor skills; Fine motor skills**	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Gymnastics	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Outdoor or adventurous activities	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.	
Dance	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.	When people dance they move their body and feet to music.
Sending and striking	Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	

Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Big Wide World - PSED Self-regulation; Managing self; Building relationships**	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Speaking, listening and sharing	Play cooperatively with others and take turns.	It is important to share resources and take turns in order to get on with others.
Concept/ Aspect	**Big Wide World - World: Past and present; People culture and communities; The natural world**	
Community	Show an awareness of the similarities and differences between people in different communities and groups from around the world.	All families are different and special. They are different sizes and have different family members. Everyone is different and special. There might be things that make them similar or different from others including their appearance or things they like to do.
Location	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	The weather, environment and living things are different in different places around the world. Climates and environments are different, depending on their location on Earth. Living things are different in different places around the world.

World	Begin to notice and talk about the different places around the world, including oceans and seas.	People live in and visit lots of different places around the world. Globes and maps can show us the location of different places around the world. A globe is a 3-D model of the Earth. Maps show 2-D images of places.
Settlements and land use	Describe a contrasting environment to their own.	
Compare and contrast	Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.	The weather, environment and living things are different in different places around the world.
Parts and functions	Identify common features for different groups of animals, including wild and domestic animals.	Living things are different in different places around the world. Animals have special features that help them live in their environment. Living things are different in different places around the world. Animals have special features that help them live in their environment.
Physical interactions	Input simple instructions to make technological toys operate, including floor robots and onscreen sprites.	Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed.
Maps	Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a drawing of an area of land or sea. It shows features, including roads, rivers, woods, parks and buildings. A map is a drawing of an area it shows features, including roads, rivers, woods, parks and buildings.
Identification and classification	Name and sort everyday items into groups of the same material.	
Significant people	Share stories and talk about significant people who lived in the past.	Some people in history are significant because they did important things that changed the world or how we live.
Fieldwork	Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	The local environment has lots of different features including rivers, roads, lakes, woods, canals and railways.
Creation	Use age-appropriate software to create images and record sounds and videos.	

Concept / Aspect	**Big Wide World - EAD**	
Structures	Construct simple structures and models using a range of materials.	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Compare & Contrast	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.	
Performance	Learn and sing songs and rhymes as part of a larger group.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Comprehension – retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	There can be several characters and settings within a story. There are many events in a story, but some are more important than others. A setting is a place where things happen in a story.
Natural art	Use natural materials and loose parts to make 2-D and 3-D art.	
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Composition – audience and purpose	Use writing to support their play.	Writing can take place during play activities, such as writing a postcard in a post office.

Concept / Aspect	Big Wide World - Literacy	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Word reading – reading aloud	Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.	Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. Rereading a phrase or sentence can help you to become familiar with common words.
Comprehension – sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Comprehension – retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	There can be several characters and settings within a story. There are many events in a story, but some are more important than others. A setting is a place where things happen in a story.
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Comprehension – inference	Talk about the pictures in storybooks and use them to discuss how characters might be feeling.	Pictures of characters can show how they are feeling through their facial expressions and body language.

Composition – evaluating and editing	Talk about their writing with the teacher.	When you have finished your writing, you can talk about what you have written, what you enjoyed or found difficult and what you like about your writing.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Composition – audience and purpose	Use writing to support their play.	Writing can take place during play activities, such as writing a postcard in a post office.
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Transcription – spelling – dictations	Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. Capital letters and full stops help the reader know when a sentence starts and ends.

Concept/ Aspect	Big Wide World - C&L	
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings
Discussion	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'.
Questioning	During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Comprehension – sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories. Concept/Aspect
Comprehension – inference	Talk about the pictures in storybooks and use them to discuss how characters might be feeling.	Pictures of characters can show how they are feeling through their facial expressions and body language.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.

Summer 2 Reception– Splash

Key Texts						

Skills and Knowledge		
	Skills	Knowledge
Concept/ Aspect	**Splash - Maths – Number: Numerical Patterns**	
Volume and Capacity	Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty.	The capacity of an object is how much it can hold.
Numbers to 10	Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.	Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total.
Numbers to 20	Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.	Numbers to 10 can be made in different ways, but the total is the same each time.
Find one more or one less than numbers to 10.	Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three.	There are different ways of separating numbers into two groups but the total is still the same.
Food prep and cooking	Follow instructions, including simple recipes, that include measures and ingredients.	A recipe is a set of instructions that tells us how to make food.
Weight & Mass	Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.	Items can be measured to show how long, tall or heavy they are.
Money	Use money, including coins, in role play situations.	There are different types of coins. Each coin is worth a different amount.
Concept/ Aspect	**Splash - Literacy - Comprehension; Word reading; Writing**	

Concept/ Aspect	Splash - Communication & Language	
Concept/ Aspect	Splash - PSED	
Well-being	Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence. •	It is important to listen to adults and follow rules to keep them safe. Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel sad, scared or worried.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Diversity	See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.	Everyone is different and special. There might be things that make them similar or different from others including their appearance or things they like to do.
Healthy lifestyle	Wash and dry hands regularly and say why this is important.	It is important to wash and dry our hands after using the toilet and before eating to stop the spread of harmful germs.
Concept/ Aspect	Splash - Physical Development	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	Artwork can be made in different ways using different resources.
Printing	Make simple prints using a variety of tools, including print blocks and rollers.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen.

		A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent.
Concept/ Aspect	**Splash - EAD**	
Evaluation	Adapt and refine their work as they are constructing and making.	
Structures	Construct simple structures and models using a range of materials.	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	Artwork can be made in different ways using different resources.
Generation of ideas	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Listening	Listen to a variety of music and talk about how it makes them feel.	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions.
Printing	Make simple prints using a variety of tools, including print blocks and rollers.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Everyday products	Name and explore a range of everyday products and begin to talk about how they are used.	
Paint and colour	Use primary and other coloured paint and a range of methods of application.	When two colour mix they create a new colour.

Composition – drafting paragraphs	Use writing to communicate thoughts, ideas, experiences and events.	
Composition – audience and purpose	Use writing to support their play.	Writing can take place during play activities, such as writing a postcard in a post office.
Concept/ Aspect	**Splash - Understanding the World**	
Physical things	Compare and group objects and materials according to simple given criteria.	
Survival	Describe some ways that plants or animals should be cared for in order for them to survive.	Plants need water, sunlight and air to survive.
Forces	Describe, predict and sort things that float and sink and talk about the forces that they can feel.	
Digital searching	Navigate to find digital content, in digital folders and online, with supervision.	

Summer 2 Reception– Moving On

Key Texts						
Skills and Knowledge						
	Skills				Knowledge	
Concept/ Aspect	**Moving On - Maths – Number: Numerical Patterns**					
Problems (Measurement)	Compare quantities and objects to solve problems.				Items can be measured to show how long, tall or heavy they are. Capacity shows how much a container holds.	

Time Use simple timers to measure periods of time.	Order and sequence familiar events, such as everyday routines.	Events can be sequenced using everyday words, such as first, then, next, morning and afternoon.
Concept/ Aspect	**Moving On - Literacy - Comprehension; Word reading; Writing**	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Word reading – reading aloud	Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.	Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. Rereading a phrase or sentence can help you to become familiar with common words.
Comprehension – sequencing & summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Comprehension – retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	There can be several characters and settings within a story. There are many events in a story, but some are more important than others. A setting is a place where things happen in a story.
Comprehension – inference	Talk about the pictures in storybooks and use them to discuss how characters might be feeling.	Pictures of characters can show how they are feeling through their facial expressions and body language.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.

Transcription – spelling	Use phonic knowledge to spell words.	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Transcription – spelling – dictations	Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.	A sentence is a group of words that are connected to each other to make sense. Saying a sentence aloud helps you to remember it before you write it. Capital letters and full stops help the reader know when a sentence starts and ends.
Concept/ Aspect	**Moving On - Communication & Language**	
Comprehension – questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings.
Discussion	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'.
Questioning	During small group, class and 1:1 discussions, ask questions to understand what has been said.	Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something.
Articulation and clarity	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Talking in full sentences helps other people to understand what you are saying.

		When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'.
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Comprehension – sequencing & summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Some stories include events and settings that people experience in real life or recognise from other stories.
Comprehension – inference	Talk about the pictures in storybooks and use them to discuss how characters might be feeling.	Pictures of characters can show how they are feeling through their facial expressions and body language.
Vocabulary	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities.
Concept/ Aspect	**Moving On – Physical Development**	
Athletics	Adjust speed when running, and jump off objects and land successfully.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	

Outdoor or adventurous activities	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.	
Sending and striking	Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	
Human form	Represent different parts of the human body from observation, imagination or memory with attention to some detail.	
Pencil, ink, charcoal & pen	Select appropriate tools and media to draw with.	
Handwriting – letter formation	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.	A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe how to form letters.
Concept/ Aspect	**Moving On - PSED**	
Listening and responding	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.	Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation.
Relationships	Name and describe the trusted adults in their lives.	Trusted adults include parents, carers, friends, family and other people who help us.
Speaking, listening and sharing	Play cooperatively with others and take turns.	It is important to share resources and take turns in order to get on with others.
Diversity		

	See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.	Everyone is different and special. Some things might make them similar to or different from others, including their appearance or things they like to do.
Concept/ Aspect	**Moving On - EAD**	
Evaluation	Adapt and refine their work as they are constructing and making.	
Comprehension – retelling and performing	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.	A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud.
Compare and contrast	Describe what, why and how something was made and compare with others.	
Malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	
Human form	Represent different parts of the human body from observation, imagination or memory with attention to some detail.	
Materials for purpose	Select appropriate materials when constructing and making.	
Pencil, ink, charcoal & pen	Select appropriate tools and media to draw with.	
Comprehension – retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	• There can be several characters and settings within a story. • There are many events in a story, but some are more important than others. • A setting is a place where things happen in a story.
Paint and colour	Use primary and other coloured paint and a range of methods of application.	
Concept/ Aspect	**Moving On - Understanding the World**	

Chronology	Put familiar events in chronological order, using pictures and discussion.	
Life changes	Recognise and begin to talk about how their lives have changed as they have grown.	Change happens to everyone. Changes happen in families and environments.
Everyday life	Talk about past and present events in their own lives and those who are important to them.	Memories are things we remember from the past.
Creation	Use age-appropriate software to create images and record sounds and videos.	



Nursery Summer 1 – Me and My Community



Key Texts			
	Lost and Found by Oliver Jeffers 	Once there were giants by Martin Waddell 	Zog and the Flying Doctors by Julia Donaldson 

Skills and Knowledge		
	Skills	**Knowledge**
Concept/ Aspect	**Maths: Number; Numerical patterns**	
Shape	Explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall.	• Shapes have different properties. They can be straight, long, curvy or short. Shapes are all around us in the environment.

Numbers to 20	Explore the composition of numbers to five and compare numbers.	• Numbers to five can be made in different ways, but the total is the same each time.
Concept/ Aspect	**Physical: Gross motor skills; Fine motor skills**	
Handwriting – letter formation	Show a preference for a dominant hand and use a comfortable grip with good control when holding pens and pencils. Write some letters accurately.	• Mark making shapes can be straight lines, zigzags or smooth curvy shapes. • Most people write with the same hand all the time. • Holding a pen or pencil in a comfortable way helps us learn how to write and draw. • Letters are used in writing. • Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills and practise the language of direction.
Concept/ Aspect	**PSED: Building Relationships; Self-regulation; Managing self**	
Listening and responding	Listen to others when 1:1 or in a small group and start and continue a conversation with a friend for many turns.	• It is important to listen to others. • Sharing thoughts and ideas helps others understand what you are thinking and feeling. • Looking at the person who is speaking makes it easier to listen to them. • There are different ways to start a conversation, such as sharing your thoughts or ideas with others. • Conversations can be continued in many ways, such as by adding to what has been said, asking or answering a question. • Hearing your name can mean that important information will follow. • It is important to listen to others. • Sharing thoughts and ideas helps others understand what you are thinking and feeling. • Everyone is different and special.
Significant People	Make comments about people who are special to them.	• All families are different and special.

		• There are lots of special people in their lives, including family and friends. • There are lots of special people in our lives including family and friends. • There are lots of special people in their lives including family and friends.
Concept/ Aspect	**Understanding the World; The natural world; Past and present; People, culture and communities**	
Past and Present	Say how they have changed over time.	• Change happens to everyone and we change as we grow. • People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.
Diversity	Shows an interest in different occupations and the lives of familiar people.	• There are people in our community who help us including doctors, nurses, the police and fire service.
Concept/ Aspect	**EAD: Creating with materials; Being imaginative and expressive**	
Performance	Demonstrate awareness of what has been read to them by retelling stories in their play using props. Remember and sing well known rhymes and songs in a small group.	• A story is an account of something that happened that can be true or made up. • Stories can be retold using simple words and props.
Concept/ Aspect	**C&L: Listening, attention and understanding; Speaking**	
Comprehension – sequencing and summarising	Engage in extended conversations about stories and, with support, make links to other familiar stories.	• A story is an account of something that happened that can be true or made up. • Stories have an order, including a beginning, middle and end. • There are things that some stories have in common, such as similar characters, plots and settings. • A character is a person, animal or thing that speaks or does something in a story. • A plot is what happens in a story.

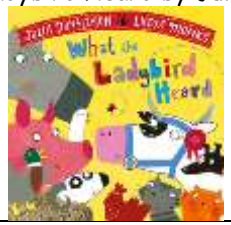
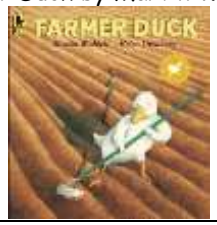
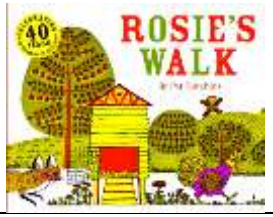
		• A setting is a place where things happen in a story.
Articulation and clarity	Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words.	• Ideas and feelings can be explained to another person by talking. • Saying words and sounds clearly makes it easier for other people to understand you. • A sentence is a group of words that are connected to each other to make sense. • Some sounds need practice to pronounce them correctly, such as 'r', 'j', 'th', 'ch' and 'sh'. • Multi-syllabic words need practice to pronounce them correctly.
Listening and responding	Listen to others when 1:1 or in a small group and start and continue a conversation with a friend for many turns.	• Ideas and feelings can be explained to another person by talking. • It is important to listen to others. • Sharing thoughts and ideas helps others understand what you are thinking and feeling. • Looking at the person who is speaking makes it easier to listen to them. • There are different ways to start a conversation, such as sharing your thoughts or ideas with others. • Conversations can be continued in many ways, such as by adding to what has been said, asking or answering a question. • Hearing your name can mean that important information will follow. • It is important to listen to others. • Sharing thoughts and ideas helps others understand what you are thinking and feeling. • Everyone is different and special.
Concept/ Aspect	**Literacy: Comprehension; Word reading; Writing**	
Comprehension – understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	• A story is an account of something that happened that can be true or made up. Stories can be retold using simple words and props.

Comprehension – sequencing and summarising	Engage in extended conversations about stories and, with support, make links to other familiar stories.	• A story is an account of something that happened that can be true or made up. • Stories have an order, including a beginning, middle and end. • There are things that some stories have in common, such as similar characters, plots and settings. • A character is a person, animal or thing that speaks or does something in a story. • A plot is what happens in a story. • A setting is a place where things happen in a story.
Word reading – reading aloud	Listen to stories and rhymes in a small group.	• A story is an account of something that happened that can be true or made up. • A story is written to entertain or interest the reader. • Listening to someone read can help you because you can copy how they say the words. • A rhyme is a word that has the same last sound as another word. • We change as we grow. There are things we can do now that we couldn't do when we were babies
Handwriting – letter formation	Show a preference for a dominant hand and use a comfortable grip with good control when holding pens and pencils. Write some letters accurately.	• Mark making shapes can be straight lines, zigzags or smooth curvy shapes. • Most people write with the same hand all the time. • Holding a pen or pencil in a comfortable way helps us learn how to write and draw. • Letters are used in writing. • Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills and practise the language of direction.



Nursery Summer 1 – Down on the Farm



Key Texts			
	What the Ladybird Heard by Julia Donaldson 	Farmer Duck by Martin Waddell 	Rosie's Walk by Pat Hutchins 

Skills and Knowledge		
	Skills	**Knowledge**
Concept/ Aspect	**Maths: Number; Numerical patterns**	
Numbers to 20	Identify and represent up to three objects, without counting, using concrete objects and pictorial representation. Explore the composition of numbers to five and compare numbers.	• Three objects can be moved around but the total is always three. • Numbers to five can be made in different ways, but the total is the same each time.

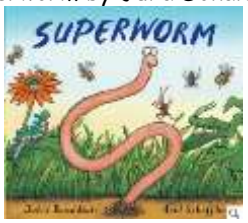
Concept/ Aspect	Physical: Gross motor skills; Fine motor skills	
Team Games	Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.	• It is important to listen carefully to instructions.
Concept/ Aspect	**PSED:Building relationships; Self-regulation; Managing self**	
Listening and responding	Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.	• Looking at the person who is speaking makes it easier to listen to them. • There are different ways to start a conversation, such as sharing your thoughts or ideas with others. • Conversations can be continued in many ways, such as by adding to what has been said, asking or answering a question.
Concept/ Aspect	**Understanding the World; The natural world; Past and present; People, culture and communities**	
Identification and Classification	Name a variety of domestic and wild animals.	• Animal babies are known by different names than adult animals, such as cow and calf or sheep and lamb.
Concept/ Aspect	**EAD: Creating with materials; Being imaginative and expressive**	
Discussion	Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play.	• A discussion is talking to others to share thoughts, ideas and points of view. • Sometimes you can disagree in a discussion. • A story is an account of something that happened that can be true or made up.
Concept/ Aspect	**C&L: Listening, attention and understanding; Speaking**	
Comprehension – understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	• A story is an account of something that happened that can be true or made up. • Stories can be retold using simple words and props.
Listening and responding	Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.	• Looking at the person who is speaking makes it easier to listen to them. • There are different ways to start a conversation, such as sharing your thoughts or ideas with others.

Discussion	Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play.	• Conversations can be continued in many ways, such as by adding to what has been said, asking or answering a question. • Hearing your name can mean that important information will follow. • A discussion is talking to others to share thoughts, ideas and points of view. • Sometimes you can disagree in a discussion. • A story is an account of something that happened that can be true or made up.
Concept/ Aspect	**Literacy: Comprehension; Word reading; Writing**	
Comprehension - understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	• A story is an account of something that happened that can be true or made up. • Stories can be retold using simple words and props.



Nursery Summer 2 – Creep, crawl and wriggle/Garden Explorers



Key Texts			
	My Butterfly Bouquet by Nicola Davies 	The very hungry caterpillar by Eric Carle 	Superworm by Julia Donaldson 
Skills and Knowledge			
	Skills		**Knowledge**
Concept/ Aspect	**Maths: Number; Numerical patterns**		
Numbers to 20	Explore the composition of numbers to five and compare numbers.		• Numbers to five can be made in different ways, but the total is the same each time.
Concept/ Aspect	**Physical: Gross motor skills; Fine motor skills**		
Outdoor Activities	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.		

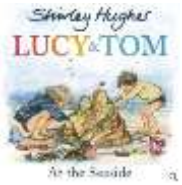
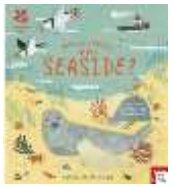
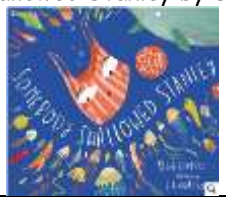
Gymnastics	Travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.	
Concept/ Aspect	**PSED:Building relationships; Self-regulation; Managing self**	
Concept/ Aspect	**Understanding the World; The natural world; Past and present; People, culture and communities**	
Habitats	Begin to observe and talk about living things in the local environment.	• We can use our senses; hearing, sight, touch, taste and smell help us to find out about the world around us. • There are many animals including snails, spiders, butterflies and woodlice that live in gardens. • Minibeasts is another name for animals such as insects, spiders and snails. • Caterpillars eat lots of food as they grow. • Snails have soft bodies and a spiral shell.
Survival	Begin to talk about ways to care for a plant or animal.	
Observation	Talk about some of the things that they have observed using simple scientific vocabulary.	
Environment	Show care for living things and the environment.	
Concept/ Aspect	**EAD: Creating with materials; Being imaginative and expressive**	
Creation	Create art in different ways on a theme, to express their ideas and feelings.	
Concept/ Aspect	**C&L: Listening, attention and understanding; Speaking**	
Comprehension – word reading	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	• A story is an account of something that happened that can be true or made up. • A rhyme is a word that has the same last sound as another word.

		• A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. • Stories, rhymes and poems will contain new words. • The meanings of new words can be found by thinking about the context or pictures, or by asking questions.
Concept/ Aspect	**Literacy: Comprehension; Word reading; Writing**	
Comprehension – word reading	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	• A story is an account of something that happened that can be true or made up. • A rhyme is a word that has the same last sound as another word. • A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. • Stories, rhymes and poems will contain new words. • The meanings of new words can be found by thinking about the context or pictures, or by asking questions.
Word Reading - Blending	Count or clap syllables in a word.	• A syllable is a beat in a word that contains a single vowel sound. • Some words, such as cat, have one syllable; some, such as elephant, have more than one.



Nursery Summer 2 – On the Beach



Key Texts			
	Lucy and Tom at the seaside by Shirley Hughes 	Who's hiding at the seaside? By Katherine McEwen 	Somebody swallowed Stanley by Sarah Roberts 
Skills and Knowledge			
	Skills	**Knowledge**	
Concept/ Aspect	**Maths: Number; Numerical patterns**		
Numbers to 10	Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.	• The last number reached when counting tells you how many there are in total.	
Concept/ Aspect	**Physical: Gross motor skills; Fine motor skills**		
Malleable Materials	Explore ways of changing the shape or texture of malleable materials.		
Concept/ Aspect	**PSED: Building relationships; Self-regulation; Managing self**		

Listening and Responding	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.	• Listening is important because it helps you to learn and know what to do. • Listening is important because it helps you work or play in a group or class situation. • Listening is important because it helps you to learn and know what to do.
Concept/ Aspect	**Understanding the World; The natural world; Past and present; People, culture and communities**	
Settlements and Land use	Say how two places in the immediate environment are the same or different.	• A beach is a pebbly or sandy shore, especially by the sea.
Identification and Classification	Name a variety of domestic and wild animals.	• There are lots of different animals. Some animals including sea birds, crabs and starfish live at the sea shore. • There are lots of different animals. Some animals including starfish, crabs and limpets live in rock pools. • Leaving litter can harm plants and animals.
Environment	Show care for living things and the environment.	• There are lots of different animals. Some animals including fish, whales, sharks and dolphins live in the seas and oceans.
Observation	Talk about some of the things that they have observed using simple scientific vocabulary.	• The world has lots of different places. Seas and oceans cover more of the Earth's surface than land.
World	Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.	• The world has lots of different places. Seas and oceans cover more of the Earth's surface than land.
Concept/ Aspect	**EAD: Creating with materials; Being imaginative and expressive**	
Malleable Materials	Explore ways of changing the shape or texture of malleable materials.	

Generation of ideas	Talk about and represent ideas, sounds, movement and emotions through their creations.	
Concept/ Aspect	**C&L: Listening, attention and understanding; Speaking**	
Listening and Responding	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.	• Listening is important because it helps you to learn and know what to do. • Listening is important because it helps you work or play in a group or class situation. • Listening is important because it helps you to learn and know what to do.
Concept/ Aspect	**Literacy: Comprehension; Word reading; Writing**	
Comprehension – sequencing and summarising	Engage in extended conversations about stories and, with support, make links to other familiar stories.	• A story is an account of something that happened that can be true or made up. • Stories have an order, including a beginning, middle and end. • There are things that some stories have in common, such as similar characters, plots and settings. • A character is a person, animal or thing that speaks or does something in a story. • A plot is what happens in a story. • A setting is a place where things happen in a story. • A story is an account of something that happened that can be true or made up.
Composition – planning	Talk about their pictures and give meaning to the marks they are making as they are drawing, writing or painting.	• Marks and pictures can be made using different media. • Mark making can represent thoughts and emotions. • Mark making has meaning that you can explain to someone else.
Comprehension – word meaning	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	• A story is an account of something that happened that can be true or made up.

		• A rhyme is a word that has the same last sound as another word. • A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. • Stories, rhymes and poems will contain new words. • The meanings of new words can be found by thinking about the context or pictures, or by asking questions.