



RECEPTION-  
CURRICULUM  
OVERVIEW 2025-2026

STADHAMPTON PRIMARY SCHOOL

Ladybird Class



# STADHAMPTON PRIMARY SCHOOL - CRITICAL THINKING SKILLS ~ USING BLOOM'S VOCABULARY

## DEVELOPING HIGHER ORDER THINKING

<b>1</b> <b>Knowledge</b> Identification and recall of information	define spell      label underline      name identify      state memorise      fill in the blank repeat      locate recognise      recall show      tell remember      list      match
	Who _____? How _____? What _____? When _____? Describe _____? Where _____? What is _____?
<b>2</b> <b>Comprehension</b> Organisation and selection of facts and ideas	compare predict      interpret contrast      discuss explain      summarise classify      infer rewrite      describe generalise      paraphrase translate      illustrate
	Re-tell _____ in your own words. What differences exist between ____? What is the main idea of _____? Can you write a brief outline?
<b>3</b> <b>Application</b> Use of facts, rules and principles	apply draw      demonstrate make      show teach      group practise      determine use      illustrate model      solve represent      conclude
	How is _____ an example of ____? Do you know another instance where ____? How is ____ related to ____? Could this have happened in _____? Why is _____ significant?
<b>4</b> <b>Analysis</b> Separating a whole into component parts	analyse highlight      contrast compare      establish cause and effect      examine reason      categorise distinguish      question organise      differences research      classify investigate      invent      predict
	What are the parts or features of ____? How does _____ compare/contrast with ____? Classify _____ according to _____. What evidence can you present for _____?
<b>5</b> <b>Evaluation</b> Developing opinions, judgements or decisions	assess prioritise      decide discover      justify conclude      opinion rank      construct interpret      defend validate      explain compose      recommend argue      consider select      evaluate why debate
	Do you agree that _____? Explain. Prioritise _____ according to ____? What do you think about ____? What is most important? What criteria would you use to assess _____? How do you/we know _____?
<b>6</b> <b>Create</b> Component ideas into new whole or propose alternative	change construct imagine      collect generate plan      revise rearrange simplify      combine visualise improve      way pretend create      suggest invent      compose reconstruct      formulate write      produce design      suppose originate reorganise
	What would you predict/infer from _____? What solutions would you suggest for _____? What ideas can you add to _____? What might happen if you combine _____ with _____? How would you create/design a new ____?

# Reception - Curriculum Overview 2025-2026

## Characteristics of Effective Learning

**Playing and exploring:** children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

**Active learning:** Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

**Creating and thinking critically:** children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

## Over Arching Principles

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







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

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

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

Active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.



		Autumn term		Spring term		Summer term	
		AT1	AT2	SP1	SP2	SU1	SU2
Our school vision is Explore, Excel, Enjoy this underpinned by our values Caring, Confident and Curious							
<b>These topics/themes may be adapted at various points to allow for children's interests to flow through the provision</b>							
		All about me! 	Super space 	Once upon a time 	Creatures great and small 	Growing and changing 	Around the world 
Big question	What makes us special?	What happens in the dark?	What do we learn from stories?	How do we look after nature?	Does everything grow?	What journeys do we make?	
Enrichment	<ul style="list-style-type: none"> <li>Remembrance, Harvest, Bonfire Night, Christmas, Black History, Diwali</li> <li>School trip - Science Oxford</li> <li>Possible visitors - <b>WOW Day</b>: Drama performance</li> </ul>		<ul style="list-style-type: none"> <li>Chinese New Year, Lent, Easter, Mother's Day, National Story Telling Week</li> <li>Possible visitors - Police</li> <li>Possible visitors - vet</li> <li><b>WOW Day</b>: Story telling day</li> </ul>		<ul style="list-style-type: none"> <li>Sport's day, transition,</li> <li>Possible visitors - Farmer with his tractor</li> <li>School trip - <b>WOW Day</b>: Maypole</li> </ul>		

*Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

<p><b>New Beginnings</b> See themselves as a valuable individual. Being me in my world School Rules Routines Supporting children to build relationships</p>	<p><b>Getting on and falling out.</b> How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p><b>Good to be me</b> Feelings: Learning about qualities and differences Celebrating differences Identify and moderate own feelings socially and emotionally. Encourage thinking about own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Healthy me</p>	<p><b>Looking after others</b> Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Looking after pets Looking After our Planet</p>	<p><b>Relationships</b> What makes a good friend? Random acts of Kindness Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p><b>Taking part in sports day - Winning and losing</b> <b>Changing me</b> Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
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Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- ✓ Controlling own feelings and behaviours
- ✓ Applying personalised strategies to return to a state of calm
- ✓ Being able to curb impulsive behaviours
- ✓ Being able to concentrate on a task
- ✓ Being able to ignore distractions
- ✓ Behaving in ways that are pro-social
- ✓ Planning
- ✓ Thinking before acting
- ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

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*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

<p><b>Welcome to Ladybird Class</b> Settling in activities Making friends. Children talking about experiences that are familiar to them. What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me why?</b> Listening and responding to stories. Following instructions. Taking part in discussions. Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary</p>	<p><b>Tell me a Story</b> Retelling stories. Story language. Word hunts. Asking how and why questions... Retell a story with story language. Story invention - talk it! Ask questions to find out more and to check understanding what has been said. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems, and songs</p>	<p><b>Talk it through</b> Describe events in detail - time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b> Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share</b> Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
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The Reading Framework - Teaching the Foundations of Literacy (June 2021)

- Thinking out loud, modelling new language for children Language Comprehension
- Paying close attention to what the children say
- Rephrasing and extending what the children say
- Validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- Asking closed and open questions
- Answering the children's questions
- Explaining why things happen
- Deliberately connecting current and past events ('Do you remember when...?')
- Providing models of accurate grammar
- Extending children's vocabulary and explaining new words
- Connecting one idea or action to another
- Helping children to articulate ideas in well-formed sentences.



*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.*

Physical Development

<p><b>Fine Motor:</b> Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp pencil grip.</p>	<p><b>Fine Motor:</b> Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p><b>Fine Motor:</b> Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction, and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p><b>Fine Motor:</b> Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p><b>Fine Motor:</b> Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p><b>Fine Motor:</b> Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle /. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego</p>
<p><b>Gross Motor:</b> Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Forest School activities.</p>	<p><b>Gross Motor:</b> Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use active songs to develop practise coordinated movements. Forest School activities</p>	<p><b>Gross Motor:</b> Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Fundamentals of sport and PE. Forest School activities</p>	<p><b>Gross Motor:</b> Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Dance Forest School activities</p>	<p><b>Gross Motor:</b> Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Ball skills. Forest School activities.</p>	<p><b>Gross Motor:</b> Races / team games involving gross motor movements. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Games and athletic skills. Forest School activities</p>

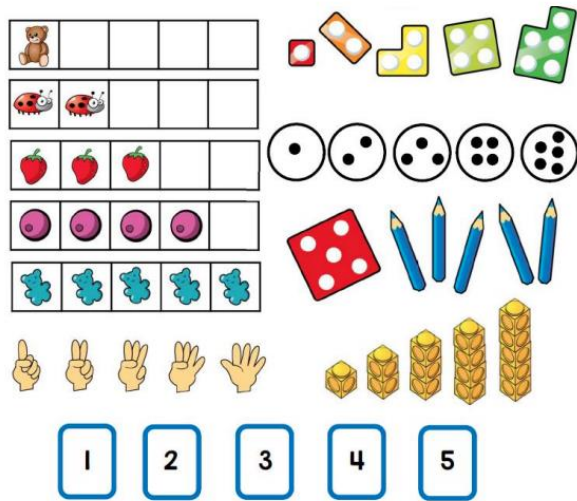
*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)*

<p><b>Suggested texts:</b>                  Head to toe                  Titch                  Once there were giants                  All kinds of people                  My mum and dad make me laugh                  Beegu                  Owl Babies                  Stanley's Stick                  Rosie's walk</p>	<p><b>Suggested texts:</b>                  The Owl who was afraid of the dark                  Whatever Next                  Leaf man                  How to catch a star                  How to count to one                  Space tortoise                  Lost and found                  Chocolate cake</p>	<p><b>Suggested texts:</b>                  On Sudden hill                  Pigs might fly                  The proudest blue                  Bear shaped                  Everybody counts                  The Gingerbread Man                  Jack and the beanstalk                  The Three Billy Goats                  Gruff                  Red Riding Hood</p>	<p><b>Suggested texts:</b>                  Handa's Surprise                  What the Ladybird heard                  Tiger who came to tea                  Tiddler                  We're going on a bear hunt                  Elmer                  Rainbow fish                  Bugs                  Penguins</p>	<p><b>Suggested texts:</b>                  Hungry Caterpillar                  The tiny seed                  The little gardener                  Ten seeds                  Oliver's vegetables                  Handa's Hen                  Katie and the sunflowers                  The giant jam sandwich                  Jack and the Jellybean stalk</p>	<p><b>Suggested texts:</b>                  The lighthouse keeper's lunch                  Mr Gumpy's outing                  The train ride                  Dear Zoo                  The snail and the whale                  Sam and Dave dig a hole                  All aboard the London bus                  Here we are</p>
<p><b>Comprehension skills:</b>                  Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of different parts of a book. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Comprehension skills:</b>                  Retell stories through acting/role play. Christmas letters/lists.                  Non-fiction focus - using the theme of space and the dark.                  Retelling of stories.                  Sequence writing - use vocabulary of initiate, model and enable.                  Blend sound into words, so that they can read short words made up of known letter-sound correspondences. Enjoy an increasing range of books.</p>	<p><b>Comprehension skills:</b>                  Retelling stories using images. Story maps. Editing of story maps and orally retelling of new stories. Making up new stories with themselves as the main character. Recording stories through picture drawing and mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words. Read a few common exception words match to Twinkl Phonics scheme. Scheme reading books available as children are ready.</p>	<p><b>Comprehension skills:</b>                  Information leaflets about animals.                  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day.                  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. they develop their own narratives and explanations by connecting ideas and events.</p>	<p><b>Comprehension skills:</b>                  Retell a story with actions and/or picture prompt as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - can draw a picture of the characters/ event/ setting in a story. May include labels, sentences, or captions. Listen to stories from other cultures and traditions.</p>	<p><b>Comprehension skills:</b>                  Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions.                  Make predictions. Begin to understand that a non-fiction book gives information. Fiction means story. Can point to the front cover, back cover, blurb, illustration, illustrator, author, and title. Sort books into categories.</p>

<p><b><u>Word Reading (Phonics):</u></b>  <b>Phonic Sounds: Level 2</b>  Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p><b><u>Word Reading (Phonics):</u></b>  <b>Phonic Sounds: Level 2</b>  Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b><u>Word Reading (Phonics):</u></b>  <b>Phonic Sounds: Level 3</b>  Reading: Rhyming strings, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b><u>Word Reading (Phonics):</u></b>  <b>Phonic Sounds: Level 3</b>  Reading: Story structure beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p><b><u>Word Reading (Phonics):</u></b>  <b>Phonic Sounds: Level 4</b>  Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p><b><u>Word Reading (Phonics):</u></b>  <b>Phonic Sounds: Level 4</b>  Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments  Transition work with Year 1 staff</p>
<p><b><u>Writing:</u></b>  Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names, labels. Captions Lists  Diagrams Messages - Take full length pictures of the children. Give each child their own photo. Can they use their knowledge of sounds to label different parts of their body? Early handwriting skills - linked to funky fingers and common letter patterns. Literacy activities linked to Drawing Club storytelling.</p>	<p><b><u>Writing:</u></b>  Name writing, labelling using initial sounds, story scribing. Use initial sounds to label non-fiction pictures of space and what happens in the dark. Create a class book.  Letters and list for Christmas.  Name writing - Christmas cards.  Writing for a purpose. Early handwriting skills - linked to funky fingers and common letter patterns. Literacy activities linked to The Write Stuff story units.</p>	<p><b><u>Writing:</u></b>  Writing some of the tricky words such as I, me, the, we, he, she, to. Writing using CVC words. Sequence stories using story maps and actions.  Writing for a purpose. Handwriting - letter formation linked to fine motor skills; letter formation taught in letter family groups. Literacy activities linked to The Write Stuff story units.</p>	<p><b><u>Writing:</u></b>  Creating own story maps, writing captions and labels, writing simple sentences. Writing captions to accompany the story maps and pictures related to the story.  Use learnt tricky words in writing. Writing for a purpose. Dictation of short sentences and captions/labels. Literacy activities linked to The Write Stuff story units.</p>	<p><b><u>Writing:</u></b>  Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Rhyming words. Dictation sentences linked to phoneme/graphemes learnt, using known tricky words. Handwriting - linked to fine motor skills and developing letter formation based on letter families. Literacy activities linked to The Write Stuff story units.</p>	<p><b><u>Writing:</u></b>  Story writing, writing sentences using a range of tricky words that are spelt correctly in play-based activities. Writing resources available as part of continuous provision. Beginning to use full stops, capital letters and finger spaces. Character descriptions. Children write a simple sentence, such as 'I can see the sea.'  Dictation sentences used to establish understanding of learnt phonics.</p>

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Key Representations



### The Counting Principles

1. The One to One Principle - This involves children assigning one number name to each object that is being counted. Children need to ensure they count each object only once ensuring they have counted every object.
2. The Stable-Order Principle - Children understand when counting, the numbers have to be said in a certain order.
3. The Cardinal Principle - Children understand that the number name assigned to the final object in a group is the total number of objects in that group.
4. The Abstraction Principle - This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.
5. The Order-Irrelevance Principle - This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

	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 term	Getting to know you		Match, sort and compare FREE TRIAL <a href="#">VIEW</a>	Talk about measure and patterns <a href="#">VIEW</a>	It's me 1, 2, 3 <a href="#">VIEW</a>	Circles and triangles <a href="#">VIEW</a>	1, 2, 3, 4, 5 <a href="#">VIEW</a>	Shapes with 4 sides <a href="#">VIEW</a>				
Spring term	Alive in 5 <a href="#">VIEW</a>	Mass and capacity <a href="#">VIEW</a>	Growing 6, 7, 8 <a href="#">VIEW</a>	Length, height and time <a href="#">VIEW</a>	Building 9 and 10 <a href="#">VIEW</a>	Explore 3-D shapes <a href="#">VIEW</a>						
Summer term	To 20 and beyond <a href="#">VIEW</a>	How many now? <a href="#">VIEW</a>	Manipulate, compose and decompose <a href="#">VIEW</a>	Sharing and grouping <a href="#">VIEW</a>	Visualise, build and map <a href="#">VIEW</a>	Make connections <a href="#">VIEW</a>	Consolidation					

<p>Week 1-2: Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language. Phase 1: Match, sort and compare Match - Provide opportunities for the children to find and match objects that are the same. Can you find one exactly like mine? How do you know it is not the same? Can you find one different to mine? Why is this one not like mine? Sort - Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. Compare Amounts - Once the children can confidently sort collections into sets, They learn that these sets can be compared and ordered.</p>	<p>Phase 3: It's Me 1, 2, 3! Find 1 2 3 - Children identify representations of 1, 2 and 3. Subitise 1 2 3 - Children begin to Composition of 1 2 3 - Introduce children to the idea that all numbers are made up of smaller numbers. Spatial Awareness - Children hear and begin to use positional language to describe how items are positioned in relation to other items. Phase 4: Circles and triangles Circles and Triangles - Children learn that circles have one curved side and triangles have 3 straight sides.  Phase 5: 1, 2, 3, 4, 5 Four - Children count on and back to 4. Five - Children continue to subitise up to 5 items and to count forwards and backwards. One More One Less Children continue to count, subitise and compare as they explore one more and one less. Phase 6: Shapes with 4 sides - Children learn that squares and</p>	<p>Phase 7: Alive in 5! Introducing Zero - The children will already have some practical understanding of 'nothing there' or 'all gone'. They learn the number name zero and numeral 0. Comparing Numbers to 5 - Children continue to understand that when comparing numbers, on quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5- Children will continue to develop the understanding that all numbers are made up of smaller numbers. Phase 8: Mass and Capacity Mass - Children compare objects using the language heavier and lighter than. Compare Capacity - Children build on understanding to show half full nearly full and nearly empty. Phase 9: Growing 6, 7, 8! 6, 7 and 8 - Children continue to apply counting principles when counting to 6, 7 and 8.</p>	<p>Phase 10: Length, height and time Length and Height - Children begin to use language to describe length and height. Time - Children continue to order and sequence using language such as now, before, and later. Phase 11: Building 9 and 10 9 and 10 - Children continue to apply the counting principle when counting to 9 and 10. Comparing numbers to 10 - Children continue to make comparisons by lining items up with 1-1 correspondence to compare them. Bonds to 10 - The children explore number bonds to 10 using real objects in different contexts. Phase 12: Explore 3D shapes 3-D Shape - Children should be given opportunities to build using a variety of shapes and to construct their own 3-D shapes.</p>	<p>Phase 13: To 20 and Beyond! Building numbers beyond 10 - Encourage children to build and identify numbers to 20 (and beyond) using a range of resources. Counting Patterns beyond 10 - Provide regular opportunities to count on and back beyond 10. Phase 14: How many now? Using first, then and now stories to explore to answer the question - how many now? Phase 15: Manipulate, compose and decompose Select shapes for a purpose, rotate shapes, manipulate shapes, compose shapes, decompose shapes. Copy 2-D shape pictures. Find 2-D shapes within 3-D shapes. Phase 16: Sharing and grouping exploring sharing, exploring grouping, odd and even sharing, doubles.</p>	<p>Phase 17: Visualise, build and map Encourage children to identify units of repeating patterns, create own pattern rules and explore them. Describe positions, visualise an object from different positions. Give instructions. Explore mapping. Phase 18: Make connections Focus on making connections between all the aspects of maths that have been covered through the year. Deepening understanding. Explore and investigate relationships between numbers, shapes and patterns. Phase 19: consolidation Further consolidate the year's learning.</p>
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<p>Phase 2: Talk about measures and patterns Compare Size, Mass and Capacity - The children learn that objects can be compared and ordered according to their size. Make Simple Patterns - Children copy, continue and create their own simple repeating patterns.</p>	<p>rectangles have 4 straight sides and 4 corners. Night and Day - Children talk about night and day and order key events in their daily routine.</p>	<p>Making Pairs - Children understand that a pair is two. Doubles - Children look at doubles to 8. Combining 2 groups - Children begin to combine 2 groups to find how many altogether.</p>			
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*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

<p><b>Possible Activities:</b>          Identifying their family.          Commenting on photos of their family.          Can talk about what they do with their family and places they have been with their family.          Draw similarities and make comparisons between other families.          Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Go for a sense walk outside. Encourage the children to explore the natural world around them and focus on what they can see, hear and feel Forest School sessions held weekly.          Talk about the parts of our bodies, exercising, senses and look at disabilities.          How do we stay healthy? What is the best way to look after our bodies? What foods should we eat to stay healthy? Opportunities to explore different exercises and talk about the effect on our body. Which professionals help us stay healthy?          Cultural capital - Landmarks in Europe</p>	<p><b>Possible Activities:</b>          Talk about what they have done with their families during Christmas' in the past.          Show photos of how Christmas used to be celebrated.          Does everyone celebrate Christmas? Why is Christmas a special time for some people? Other celebrations for this time of year.          Fireworks and bonfires - developing a sense of events that happened in the past and their link to today.          Talk about why it gets dark.          Introduce children to what is in the sky, what can we see at night? What are the differences between summer and autumn/winter - length of day, amount of light?          Explore ways to see in the dark.          How would we get into space? Share ideas about the dark, does everyone like the dark? What is happening outside at this time of year?          Weekly Forest School sessions used to observe and talk about how the environment is changing and what types of things we see in one season we don't see in another.          Cultural capital - landmarks in Africa</p>	<p><b>Possible Activities:</b>          Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Understand the concept of stranger danger.          Talk about different occupations and how to identify strangers that are there to help you and when you need them.          Exploring forces - what is pushing and pulling? Explore different objects around the classroom to see which are pushed and which pulled, how do we know?          Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.          Explore ways to increase useful animals into an environment. Create opportunities to talk about how we care for the natural world around us.          Observe the changes we see during the term in the weather and the outdoor area, school grounds and Forest School.          Cultural capital - landmarks in Asia</p>	<p><b>Possible Activities:</b>          Use Handa's surprise to explore a different country. What do they notice about the animals in different countries. Do all places have the same weather as we have? Can animals live anywhere they like?          What are their homes like? Children talk about their homes and what there is to do near their homes. Encourage them to comment on what their home is like. Share photos of their homes and encourage them to think of similarities and differences between them. Can they draw their home? What is their home made of? Have houses always looked like they do today - changes over time.          What could we do to make our area more bug friendly? While searching for minibeasts, encourage recognising and naming the different creatures. How can we help others to know what minibeasts they would see in our outdoor area or on the school grounds?          Special times of year that different cultures and religions celebrate.          Cultural capital - landmarks in Oceania.</p>	<p><b>Possible Activities:</b>          Forest School activities encourage curiosity and give children the freedom to touch, smell and hear the natural world around them during hands-on experiences.          Encourage observational drawings of the natural world around.          What can we see starting to grow? Make observations as plants start to grow, plant seeds and watch what happens. What do we need to do to help a plant grow?          Investigate life cycles of plants and animals.          Explore different fruits and vegetables. Compare and order them, thinking about colour, shape, texture and use correct vocabulary.          Materials and their uses - explore different materials in the classroom and what makes them suitable for the job they are doing. Creatively explore using materials in different ways - why are some materials no good at certain jobs?          Cultural capital - landmarks in North America</p>	<p><b>Possible Activities:</b>          Explore the world around us and see how it changes as we enter summer. Weekly Forest School sessions enable the children to see the changing environment at first hand. Is the area drier or muddier than in the spring or winter? Why is that? What animals can be seen starting to appear?          Discuss how they got to school, what mode of transport they used. Introduce the children to a range of transport and where it can be found. Look at the differences between transport in this country and one other country. Encourage the children to make simple comparisons.          Compare and contrast holidays from the past and the present. Investigate sinking and floating - a lifeguard needs a new float - experiment with different materials to see which one would be best, do they stay afloat in the water tray.          Cultural capital - landmarks in South America</p>
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*The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.*

**Possible Activities:**

Use songs and nursery rhymes to start to build a repertoire the children will know by heart. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils, and pens. Encourage children to create a self-portrait using a range of media. Encourage children to explore body percussion, such as clapping their hands, stamping their feet, and patting their legs.  
Music -  
Focus artists - Georges Seurat and Yayoi Kusama

**Possible Activities:**

Design and make rockets. Design and make objects they may need in space, thinking about form and function. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role play of the Nativity.  
Music -  
  
Focus artists and pieces -  
Space Art by Peter Thorpe

**Possible Activities:**

Use different textures and materials to make houses and castles for the characters in their stories or the traditional tales. Role play or use props to retell stories they have heard or made up themselves. Plan and design using a range of materials, paints, and collages - plan what they will do and then create their design.  
Music -  
  
Focus artists and pieces -  
Starry night by Vincent Van Gogh and Andy Goldsworthy -  
Magical Land

**Possible Activities:**

modelling, collage, painting. Designing new houses for different areas of the world - Who would live in a house like this? Role play different houses and living in different places in the world - what would it look like if the house were in a hot area of the world or a cold area. Encourage children to notice features on the different minibeasts they observe in the natural world.  
  
Focus artists and pieces -  
Tiger in a tropical storm by Henri Rousseau and Winter Fish by Vincent Scarpace

**Possible Activities:**

Explore colour, pattern, and shape to respond to what they have seen using different art materials and techniques (such as chalking and smudging, watercolours, or butterfly symmetry painting). Offer opportunities for the children to respond to songs using a wide range of props for play which encourage imagination, such as fabric, streamers, bands, and pipe cleaners to make headdresses.  
  
Focus artists and pieces -  
Sunflowers by Vincent Van Gogh  
Feeling Groovy by Yvonne Coomber

**Possible Activities:**

Provide a variety of materials, such as sandpaper, crepe paper, tissue paper, cellophane. Can children collaboratively create a large-scale seaside collage? Encourage children to develop storylines in their pretend play by setting up chairs in the outside area to be a bus or train. Provide rugs for flying carpets or large cardboard boxes for children to decorate as a vehicle of their choice. Explore and work collaboratively to make a papier-mache hot-air balloon for a teddy bear.  
  
Focus artists and Pieces -  
Wassily Kandinsky and Picasso -  
Mediterranean Landscape