



RECEPTION- CURRICULUM OVERVIEW 2026-2027

STADHAMPTON PRIMARY SCHOOL

Ladybird Class

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

DEVELOPING HIGHER ORDER THINKING

1 Knowledge 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 _____?									
2 Comprehension 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?									
3 Application 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?									
4 Analysis 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 _____?									
5 Evaluation 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 _____?									
6 Create Component ideas into new whole or propose alternative	change construct imagine	collect generate plan	revise rearrange simplify	combine visualise improve	way create	pretend invent	suggest reconstruct	compose write	formulate design	produce 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 2026-2027

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					
	These topics/themes may be adapted at various points to allow for children's interests to flow through the provision					
	All about me! 	Super space! 	Temperatures around us! 	Amazing plants! 	Creatures great and small! 	Around the world! 
Big question	What makes us special?	What happens in the dark?	How do we know if something is hot or cold?	What would happen if there were no plants?	What makes an animal an animal?	What journeys do we make?
Enrichment	- Remembrance, Harvest, Bonfire Night, Christmas, Black History, Diwali - School trip - Arboreum WOW Day: Drama performance		- Chinese New Year, Lent, Easter, Mother's Day, National Story Telling Week - Music event WOW Day: Trip to see Paddington in London		- Sport's day - Transition, - End of term activities WOW Day: Maypole	

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.

New Beginnings See themselves as a valuable individual. Being me in my world School Rules Routines Supporting children to build relationships	Getting on and falling out. 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.	Good to be me 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	Looking after others 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	Relationships 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	Taking part in sports day - Winning and losing Changing me 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.
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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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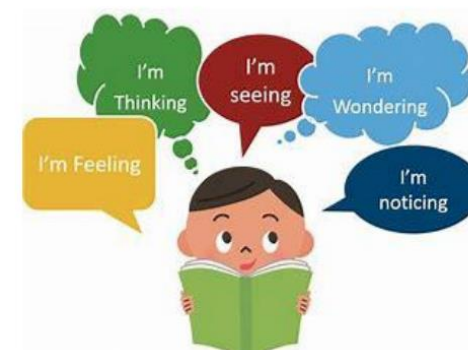
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The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the 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.

Welcome to Ladybird Class 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?"	Tell me why? 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	Tell me a Story 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	Talk it through 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	What happened? 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	Time to share 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.
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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 Development	<i>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.</i>					
	Fine Motor: 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. Early handwriting skills.	Fine Motor: 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. Continue handwriting skills - introducing letter families.	Fine Motor: 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. Letter families - development.	Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Letter families - development.	Fine Motor: 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 Letter families - development	Fine Motor: 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. Letter family consolidation of shapes.
	Gross Motor: 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.	Gross Motor: 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	Gross Motor: 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. Fitness Forest School activities	Gross Motor: 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. Gymnastics Forest School activities	Gross Motor: 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. Target games & Forest School activities.	Gross Motor: 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. Athletic skills. Forest School activities

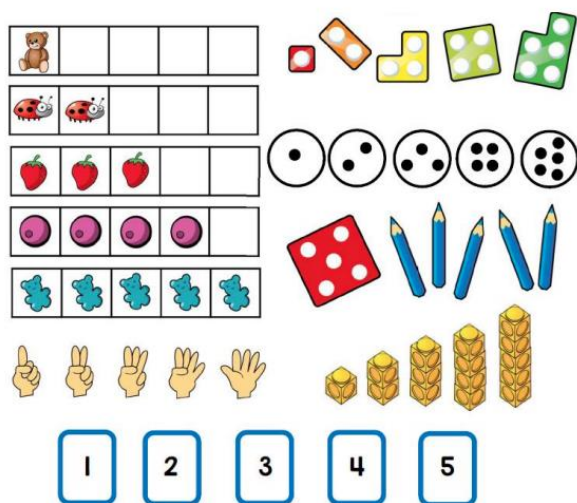
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them 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)

Suggested texts: Elmer The hungry caterpillar We are all different - range of books Colour Monster Recipe for a story Ruby's worry	Suggested texts: Firework night - poems Poppies - an animation Nursery Rhyme week Sun thief Leaf thief Meet the planets - poems The owl who was afraid of the dark	Suggested texts: Snow thief Meet the weather One day in the polar region Penguin stories and factual books Poles apart Lila and the secret of rain	Suggested texts: The enormous turnip Jack and the beanstalk Jasper's beanstalk Oliver's vegetables Traditional tales	Suggested texts: Monkey puzzle Rumble in the jungle Dear Zoo On Safari	Suggested texts: The train ride The way back home The Queen's hat
			10 core books for the year: Oi frog, What the ladybird heard, Where is the green sheep, Up and down, The kindest red, Somebody swallowed Stanley, Brown Bear, The cave, I want my hat back, Goodnight moon.		
Comprehension skills: 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.	Comprehension skills: 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.	Comprehension skills: 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.	Comprehension skills: 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.	Comprehension skills: 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.	Comprehension skills: Listen to stories, accurately anticipating key events & 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.

<u>Word Reading (Phonics):</u> Phonic Sounds: Level 1/2 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.	<u>Word Reading (Phonics):</u> Phonic Sounds: Level 2 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.	<u>Word Reading (Phonics):</u> Phonic Sounds: Level 3 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'.	<u>Word Reading (Phonics):</u> Phonic Sounds: Level 3 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.	<u>Word Reading (Phonics):</u> Phonic Sounds: Level 4 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'.	<u>Word Reading (Phonics):</u> Phonic Sounds: Level 4 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff
<u>Writing:</u> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. 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.	<u>Writing:</u> Name writing, labelling using initial sounds, story scribing. Use initial sounds to label non-fiction pictures of space and what happens in the dark. 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.	<u>Writing:</u> 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.	<u>Writing:</u> 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.	<u>Writing:</u> 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.	<u>Writing:</u> 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.

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 VIEW		Talk about measure and patterns VIEW		It's me 1, 2, 3 VIEW		Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
Spring term	Alive in 5 VIEW		Mass and capacity VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW		Building 9 and 10 VIEW		Explore 3-D shapes VIEW		
Summer term	To 20 and beyond VIEW		How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW		Visualise, build and map VIEW		Make connections VIEW		Consolidation

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.	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 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	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.	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.	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.	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.
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	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.	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.	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.			
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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.

Possible Activities: 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 - Great People, Great Lives - Sport	Possible Activities: 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 - Great People, Great Lives - Science	Possible Activities: Hot and cold places around the world - where are they located, use simple representations of maps and atlases, globes to find them and talk about what we notice. Sort animals into groups according to where they live, what do you notice about the animals and how they live in their area of the world. Now it is winter, would do we notice is different from the other seasons - what can we say about the weather and how does that affect what we do. 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? Our world is very precious - how do we look after it, what do we need to do? Suggest ways to look after the world. How do different religions encourage caring for the world. Observe the changes we see during the term in the weather and the outdoor area, school grounds and Forest School. Cultural capital - Great People, Great Lives - Explorers	Possible Activities: What do plants need to grow - using a selection of seeds find out what a plant needs to grow - simple investigations into the life of a plant. Name a variety of common plants. Name the simple parts of a plant. Think about what would happen if we didn't have any plants - what should we do to look after them. Discovering the world - significant explorers - what does an explorer do - investigate our garden and school - what would you say someone who has never been to our school? Find out about the journey of a famous explorer - Christopher Columbus. Use maps to see where he went and what he discovered. Easter - why do Christians celebrate Easter? What are the key parts of the story of Easter - look at symbols and representations used at Easter. Special times of year that different cultures and religions celebrate. What does Forest School tell us about the changing season? Cultural capital - Great People, Great Lives - Artists	Possible Activities: 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. Significant events in the history of our country - The Great Fire of London - discover the key parts of the story of the fire - use maps of London to look at where the fire started and how far it spread - how did the fire start and what made it such a big event. Bread making. House building - what were the houses like and made of. What types of animals can we see around the world? How can we sort animals? Are they all the same? Use pictures and books to explore different types animals and what their feature are. How do religious groups respect animals? Use stories and books to discover which animals are important in different religions. Cultural capital - Great People, Great Lives - Musicians	Possible Activities: 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? There are many different faiths and religions around the world - use stories, books and artefacts to explore how they celebrate and what is different in each of the religions. What types of homes do different animals have - explore our grounds to find out about the animals around us - what could we do to help those animals? Build animals homes, protect those already present. Find out about the different oceans around the world - use maps and atlases to locate and name them - what do we notice about the wildlife in each ocean. Cultural capital - Great People, Great Lives - Inspirational
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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 - Everyday life

D/T - making a healthy snack with seasonal fruit and veg.

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 - Nursery rhymes

Art - What is a line? Dame Zaha Hadid - explore how lines can be different, how we can draw them, what we can draw with lines.

Possible Activities:

Use different textures and mater
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. Access to junk modelling to create models of hot and cold places around the world.

Use different materials to make everyday objects - could we make a water bottle from a cardboard tube? Why or why not?

Music - Whatever the weather

DT - mechanisms - making a working handheld windmill. What does our windmill need to look like, how can we make sure it turns?

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 explorers - what would an explorer do, what types of equipment do they need to take with them? Use junk modelling to make items an explorer might need. Create maps of areas that have been explored, share them so others could go on an adventure. Encourage children to notice features on the different plants and flowers they can see starting to grow.

Music - Superheroes

Art - painting - Sonia Delaunay - using circles to create a piece of artwork.

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.

Music - Carnival of animals

DT - textiles - making puppets to tell a story. What material could we use and what joining techniques should we use?

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.

Music - At the seaside

Art - sculpture - Barbara Hepworth - what materials can we sculpt with, why don't some work - explore ways to create a piece of artwork using different sculpting materials.

Art materials - pens, pencils, paper, glue, stencils, hole punches etc... are available as part of continuous provision to enable the children to follow their own plans and ideas when being creative. The skills that need to be developed are carefully monitored and the range of materials available will reflect that.