



EYFS Curriculum Learning Journey

Curriculum, Teaching and Achievement

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

Curriculum

Our Early Years Foundation Stage offers enabling learning environments, builds positive relationships and has a broad and balanced curriculum which gives each child a wide range of knowledge, skills and experiences, to secure a strong foundation, so that each child makes good progress through school and in life.

Our curriculum is designed to encourage independent, inquisitive, resilient and happy learners. We take into account children's prior learning and various starting points to ensure our curriculum meets the needs of all children both now and to prepare them for their future learning.

We acknowledge that every child is unique and promote children's interests and strive to embed them in the curriculum to engage, excite and motivate, making learning relevant and meaningful.

There is a strong emphasis on the Prime Areas of learning; Physical Development, Personal, Social and Emotional Development and Communication and Language. We aim to support each child's learning and development so that they foster deep learning, are equipped with a strong foundation of core skills and knowledge that they can apply to all areas, that they are nurtured physically and mentally, that they become skilful communicators and develop curiosity, resilience and a love of learning and for school life.

As a Church of England school, our EYFS curriculum is underpinned by our gospel values, helping to create a solid moral background for our children and encourage them to become positive members of society.

We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their individual next steps.
- To offer a wide range of rich, first-hand experiences to ensure learning is meaningful and memorable.
- To create an exciting, engaging and well planned indoor and outdoor environment, which supports independent and collaborative learning.
- To foster the development of each child's character, their personal development, health and wellbeing.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure every child makes at least good progress from their starting points.
- To support a positive transition between Nursery and Reception and then into KS1.



Teaching

Our EYFS curriculum follows the statutory guidance EYFS Framework 2021 and is supported by the Development Matters guidance 2021. The Characteristics of effective teaching and learning are also central to all planned learning experiences in our EYFS curriculum.

Through consideration of this guidance and incorporating children's interests, we implement a curriculum that is topic-based, allowing for in-depth exploration of themes and ideas.

Adaptive teaching practice and questioning allows staff to support and challenge the children during their time in provision and during adult facilitated time.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. Our curriculum is tailored and planned to promote our children's enthusiasm, curiosity, love of learning and personal development. The children are provided with a range of purposeful adult led and independent learning opportunities through structured play and direct teaching. The curriculum is planned through the seven areas of learning and development:

Prime Areas

Communication and Language development involves giving children opportunities to experience a rich language environment and to develop their confidence and communication skills.

Physical Development involves providing opportunities for young children to be active and interactive, to develop their coordination, strength and balance. The children will develop their fine and gross motor skills and to gain the knowledge and understanding of how to live a healthy, active lifestyle.

Personal, Social and Emotional development involves supporting cognitive development, to learn how to understand and manage their own and others emotions, to form positive relationships with their peers and develop respect for others. They will learn about boundaries and behaviour expectations as well as developing a positive sense of themselves.

Specific Areas

Literacy involves supporting children to develop a life-long love of reading. Children will join in with rhymes, songs and shared story times and experience a wide range of different reading materials to ignite their interests. Children will learn to link sounds and letters with our Phonics programme; Super Sonic Phonic Friends and they will apply these skills into writing.

Mathematics involves developing their own understanding of number, quantity, shape and space. Children will learn to count confidently and develop a deep understanding of number, relationships between them and the patterns within these numbers.

Understanding the World supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, and providing opportunities to explore people, places, technology and the environment.

Expressive arts and design fosters imagination, curiosity, creativity, and provides opportunities to improvise, collaborate, and interact. Children will explore and play with a wide range of media and materials to share their ideas and feelings through a variety of activities including art, design and technology, music, dance and role-play.

Our curriculum is implemented through:

- Learning through play, encouraging active learning to ensure that children are motivated and interested.
- Whole Class Teaching, Small Group adult led or facilitated activities
- Stimulating Enhanced Provision and Continuous Provision opportunities encouraging children to develop their learning independently through discovery, exploration, curiosity and challenge
- Adults scaffolding and facilitating learning through skilful interactions and effective questioning
- Learning environments are high quality, stimulating and exciting but most importantly relevant to the needs and age/stage of our children.
- Opportunities for indoor and outdoor learning
- Promoting the characteristics of effective learning as an integral part of all areas of learning and reflecting these in our observations and assessments of children.
- Having clear routines in place, alongside a well-planned and balanced timetable, so that children know what to expect and when and their role within their school day.
- Planning and leading targeted small group sessions to enable adults to systematically check for understanding, identify and respond to misconceptions and provide real time verbal feedback
- All adults working together to build up an assessment of each child's current attainment and next steps.
- Regular Team Meetings and Termly Data help to identify IMPACT and provide support for those children not making the progress expected and identify any changes needed to the curriculum, teaching and environment.

Achievement

The impact of this curriculum will be evidenced through the monitoring of attainment and progress of all children by class teachers.

At St. Giles" and St. George's Academy, ongoing assessment is an integral part of the learning and development process. Staff observe pupils and gather evidence using Evidence Me, to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and are shared with parents and carers.

At St Giles and St George's Academy, we recognise that from the moment children join us at the beginning

of the school day, until they go home, every minute possible is best spent with the children. We value the knowledge that staff have of each individual child, from their on-going interaction, facilitation and observation. We ensure that staff communicate this understanding of each child effectively in order to gain an accurate assessment of each child. Staff also use our 'Early Years Assessment Document' to support their assessment of the children.

Children in Early Years will be assessed against their objectives from the Early Years Framework at the data points set in the staff handbook throughout the year and formative assessment will happen throughout their learning journey by teachers to inform future planning.

Reception children will then be assessed against the Early Learning Goals at the end of the academic year.

By the end of the Early Years Foundation Stage, all children will have reached their personal best and have achieved at least good progress across all areas of learning, aiming for a good level of development (GLD). Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects - both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

Adaptive Teaching Strategies

To ensure all pupils can access our Early Years curriculum, provision and lessons, we make the following adjustments and adaptations where necessary.

Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
- Alternative methods of recording (talking tins, laptops, creative tasks) - Differentiated tasks - sometimes from the previous year group objectives - Visual supports - Word banks/phonic maps - Split teaching - Pre-teaching of vocabulary - Teaching of key skills - Coloured overlays - Timers and chunked activities - Use of practical apparatus - Sit close to the board - Mark target spellings only - Allow extra time	- Talking tins - Pre-teaching language - Visuals to support - Social stories - Now/Next - Increased focus on Oracy and developing talk opportunities - Thinking time - Explicit instructions - Makaton signs - Steps to success (one task at a time)	- Brain and movement breaks - CalmBrain - Reward time - Reflection areas (weighted blankets) - Sensory/fidget toys - Sit near to the teacher - Steps to success (one task at a time) - Peer buddies	- Own learning space (workstation) - Brain/Sensory breaks - Appropriate seating - Fidget toys - Adapted resources (scissors, rulers etc.) - Sloping board - Alternative methods of recording - Wobble cushions - Use of a sensory areas (tent) - Chew buddies - Pencil grips/sloping boards

Little Explorers Journey

Area/ Subject		Autumn 1 Nursery Rhymes	Autumn 2 Transport and Construction	Spring 1 Winter	Spring 2 Spring	Summer 1 Amazing Animals	Summer 2 Summer
Literacy	Reading Comprehension	Enjoy sharing a book with their key person	Develop an understanding of how to turn pages	Pays attention to stories for longer periods of time	Answer simple questions "What is X doing?"	Using stories within their play	Using stories within their play
	Writing Composition and Transcription	Large mark making	Using a variety of tools to mark make Upside down/vertical mark making	Beginning to mark make with more purpose 'controlled scribbling'	Vertical and horizontal lines with control in a variety of sensory materials and with a variety of mark making tools Distinguishing between the marks made	Drawing freely with a range of mark making tools Draw simple people/animals imitating circle and lines Begin to add meaningful marks Begin to copy simple patterns	Drawing freely with a range of mark making tools Make marks for name Copy simple patterns
	Phonics	Explore listening and attention activities	Environmental sounds	Environmental sounds	Environmental sounds	Instrumental Sounds introduction	Instrumental Sounds
	Reading	Encouragement to explore the reading area and a range of books		Sing songs and rhymes while playing Notice print when exploring books		Notice some print such as the first letter of their name, logos etc.	
Maths		Join in with simple number finger rhymes Explore and use shape sorters and puzzles, stacking cups	Complete inset puzzles Build with a range of resources Climbs and squeezes into different spaces in play Orally recite Numbers sometimes not correct in order	Build with a range of resources Count objects and actions in everyday contexts Compare amounts - lots, more, same	Compare sizes, bigger, little and smaller. Compare weight - heavy, light in every day contexts Make collections of 'the same' Build with a range of resources Count objects and actions in everyday contexts	Complete inset puzzles Notice Patterns Talk about patterns Arrange things in patterns in play Build with a range of resources Count objects and actions in everyday contexts	Recognise and name colours Build with a range of resources Count objects and actions in everyday contexts
Communication and Language		ECS Recap section 3 Nursery Rhymes	Remembering two things at a time Understand simple describing words Understanding that 'no' plus an object is an early negative	Learning to talk through play Understand more complex instructions Understand and use 'doing' words Listen and respond to simple instructions Name a variety of winter items	Using 'in' and 'on' at the simplest level Adding 'ing' to describe an action Understand and use 'I', 'you', 'we' Learning to use 'big' and 'little' Modelling 'wh' questions and answers Name a variety of farm animals, insects and spring objects.	Using 'in', 'on', and 'under' Learning to remember and then say the name of two things Learning to play with a friend Learning the names of colours Learn the meaning of 'where' Modelling longer sentences Name a variety of animals, their patterns and features	Encourage the use of 3 word sentences Use 'under' in a simple game Beginning to use 'what' and 'where' Understand what things are for Use simple plurals/plural forms Using 3 word sentences Name a variety of Summer objects

PSED	Transition and settling in Golden Rules, routines and expectations Build a relationship with their key person Toothbrushing Emotion stories	Build relationships and interaction through child interests Toothbrushing Emotion stories	Toothbrushing Gaining confidence in accessing the provision independently Developing friendships Calming strategies How to dress appropriately for the cold weather	Toilet training when doing nappies Toothbrushing Turn taking phrases Calming and self-regulation strategies	Independent toileting Hand washing independence Toothbrushing	Toothbrushing Talking about emotions Transition to Nursery support How to dress appropriately in the summer
PD	Gross Motor Shoulder Pivot Parachute Play Lift, Carry Clap/Stamp to music Action Rhymes Fine Motor Explore different sensory materials Explore loose parts Treasure Box - Natural Materials Swimming Action in variety of sensory trays Manipulate dough with hands	Gross Motor Skills: Shoulder pivot Reach and Climb Use Long Armed Digging Tools Parachute Play Build vehicles/building from different construction Fine Motor Skills: Treasure Box - Wooden Objects Naughty Bus Messy Play Manipulate Dough with rollers	Gross Motor Skills: Elbow Pivot: XL Paint brushes; wave ribbons, hammering, Tunnels, Dens & Fitting into spaces Fine Motor Skills: Put on own coat Treasure Box Metal Objects Sensory Play Ice/ Snow Knife/ Fork Skills Manipulate Dough with cutter shapes	Gross Motor Skills: Elbow Pivot Large rollers; sweeping, stirring Fine Motor Skills: Treasure Box - Textiles Manipulate dough - make marks with tools Pouring	Gross Motor Skills: Shoulder and Elbow pivot Use large equipment, ride bikes and scooters with support Move like animals Fine Motor Skills: Manipulating Variety of playdough tools. Exploring scissor skills - cutting in Playdough Threading large beads Explore a variety of tool and textures Digital Pronate Grip	Gross Motor Skills: Shoulder and Elbow pivot Fine Motor Skills: Scissor Skills -model grip and begin to make snips Explore a variety of tool and textures Lacing Cards
RE	Which people are special and why? Family	Which people are special and why? Jesus	What times are special to me? Birthdays etc	What times are special and why? Easter	Where do we belong?	Where do we belong?
Understanding of the World	Harvest Autumn Walk I wonder who is in my family? Family members and compare families (parents, siblings) Familiarising the environment	Mini bus ride Explore how different forms of transport work e.g. train track, car - road, plane - sky	Shrove Tuesday Explore how to keep warm in winter Explore what happens to nature during the winter Observe changes of state ice/water	Easter Spring Explore planting and growing a sunflower Explore the natural world by planting and digging Explore what happens on a farm during the spring	Tadpoles Make comparisons between themselves and animals Where does my favourite animal live? Begin to understand there are different countries/environments e.g. penguins live in the snow	Graduation Think about how they have grown since starting in LE I wonder what my senses can do? Use senses to explore sand/pebbles/water/bubbles/hot/shells I wonder what the weather is like in summer?
Expressive Arts and Design	Painting and mixed media Explore paint with whole body Music Explore sounds using musical instruments	Clay Modelling - Christmas decoration. Explore paint using tools Music: Explore sounds using voices Role Play - Autumn and Christmas Home Corner	Collage Snowflakes Bird Feeders Ice painting Music: Make a simple instrument Role Play - Winter Home Corner	Easter Cakes/Biscuits Music: Beginning to experience tone, pitch and volume Role Play - Spring / Easter Home Corner	Paint Printing - Explore Animal Patterns Music: Explore different rhythms, beat and using their bodies appropriately. Role Play - Home Corner	Building Sandcastles Music: Action Rhymes and Songs Role Play - Summer Home Corner

Nursery Journey

Area/ Subject		Autumn 1 Nursery Rhymes	Autumn 2 Bedtime Stories	Spring 1 Our Community	Spring 2 Out of this world	Summer 1 Wonderful World	Summer 2 Journeys
Literacy	Reading Comprehension	Join in with nursery rhymes Explore new vocabulary through and from the rhyme Beginning to handle books carefully, turning the pages	Begin to recognise their own name Beginning to use some story language in play Sequence beginning and end	Recognise and read their own name Point to print in the classroom Name different parts of the books	Handle books carefully, turning the pages Can talk about a story and explain what is happening	Can talk about a story and explain what is happening Uses new vocabulary from the story Can anticipate what might happen next	Can sequence beginning, middle and end of a simple story
	Writing Composition and Transcription	Mark making with a variety of tools	Draw a picture using shapes and lines	Draw a clear picture with added detail Draw and mark make during play	Gives more meaning to their marks and emergent writing	Use emergent writing in a purposeful way	Attempts to write their own name using combinations of lines, circles and letter type shapes
	Handwriting	Dough Disco	Squiggle whilst you Wiggle 1 and 2	Squiggle whilst you Wiggle 3 and 4	Squiggle whilst you Wiggle 5 and 6	Squiggle whilst you Wiggle 7 and 8	Squiggle whilst you Wiggle 9 and 10
	Phonics	Show good listening Environmental Sounds Play listening and attention games	Instrumental Sounds Body Percussion Play listening and attention games	Rhythm and Rhyme Play rhyming games	Alliteration and Voice Sounds Copy and match sounds	Oral segmenting and blending	Oral segmenting and blending
	Reading	Has good phonological awareness of taught aspects		Has good phonological awareness of taught aspects Recognise and read their own name		Can identify and say individual sounds in words to orally segment and blend	
Maths (MTC)		Colours Recognise, match and sort colours Recognise, match and sort by size Explore and build with shapes and objects (WRM) Hear and say number names Number rhymes	Number 1 - subitise, could and numeral Number 2 - subitise dice pattern, subitising random pattern, counting, numeral Pattern: notice patterns, extend AB patterns Extend outdoor and movement patterns	Number 3 - subitise, 1:1 count, numerals, triangles Number 4 - 1:1 counting, numerals, squares and rectangles, composition of 4 Number 5 - 1:1 counting, numerals, composition of 5	Pattern - create and correct Height and Length - tall, long, short, taller, longer, tallest, longest Mass linked to stories Capacity	More than, fewer than One more One less Shape 2D - sort by shape Shape 3D - sort by shape	Explore position and shape Explore routes Positional language Number composition 1-5 revision

Communication and Language	ECS to be taken Understanding 'in', 'on' and 'under' at the simplest level. Learning to remember and say the name of 2 things. Learning to play with a friend. Learning the name of colours. Learning the meaning of 'where?' To encourage the use of 3 word phrases. Using 'under' in a simple game. Beginning to use 'what?' and 'where?'. Understanding what things in the classroom are for. Using simple plurals.	Understand pronouns he and she. Understand prepositions behind and in front. Understand negative form (no/doesn't/isn't/can't)	Understand the function of body parts Play sociably and learn to share Develop expressive language	Understand and use verbs in the past tense Generate ideas about the function of objects Understand 'why' questions Learn to remember and say the names of 3 things	Understand 'many' and 'few' Understand 'long' and 'short' Learn the meaning of why Understand 'first' and 'last' Understand and use four-word sentences	Understand opposites (wet/dry and same/different) Understand and use pronouns (his/hers/they/theirs) Link sentences together using 'because' Learn and use Key Word Wizard Topic Vocabulary
PSED	Self regulations and emotions Establish toileting and hand washing routines Transition support Decide and embed golden rules, routines and expectations Modelling play, safety and rules	Explore and talk about morning routines at home, evening/bedtime routines Think about what they are good at Tooth Brushing Think about how their families are different Making friends	Toileting Know how to be healthy Know how to calm themselves down and learn strategies to do this Talk about more complex emotions	Recognise and talk about more complex emotions Calming strategies	Developing friendships and playing with others Healthy food and drink Decide what they want to achieve when playing Sharing and Turn taking games	Helping others Sharing resources Appropriate ways of being assertive Transition to reception
PD	Gross Motor Shoulder and Elbow Pivot Strengthening Bilateral Movements Fine Motor Mould Dough in simple ways Complete Inset puzzles Finger Play and Rhymes with puppets	Gross Motor Shoulder and Elbow Pivot Strengthening Bilateral Movements Fine Motor Rip/Tear Paper Snips with scissors Hammering	Gross Motor Elbow and Wrist Pivot Strengthening Fine Motor Use Dough Tools Threading Use One Handed Tools/Equipment Scooping	Gross Motor Elbow and Wrist Pivot Strengthening Fine Motor Tweezers, Use One Handed Tools/Equipment Pouring Scissor Skills - Consecutive cuts forward	Gross Motor Wrist, Hand and Finger strengthening Fine Motor Tripod Grip Buttons and Zips Finger Isolation Scissor Skills - move the scissors along a straight line with some accuracy	Gross Motor Wrist, Hand and Finger strengthening Fine Motor Tripod Grip Scissor Skills - Curves and Circles
RE	Explore school Gospel Value Intentional and Prophetic Harvest	Explore school Gospel Value Loving and Compassionate/Faith filled and Hopeful Christmas Other Celebrations	Explore school Gospel Value Learned and Wise Easter	Explore school Gospel Value Curious and Active	Explore school Gospel Value Attentive and Discerning	Explore school Gospel Value Grateful and Generous

Understanding of the World	Understand key events in my own life (birthday, coming to school) Know members of my family Explore using senses Know how to care for other living things (Turbo Tim) Explore how the season is changing	Explore day and night Explore woodland animals Explore and describe different materials (bridges, dry, wrapping presents) Discuss how people around to world celebrate Christmas	Know that people do different jobs Know what a map is used for Talks about doctors and dentists and other real-life heroes. Role play's familiar people and different jobs Says where they live and talks about buildings they can see. Talks about an adventure they have been on. Explore how the season is changing	Know that Earth is our planet Knows that there are different places and countries in the world Identify and group different animals (dinosaurs) To explore space, moon, aliens To compare Superhero's to other real-life hero's To know that Dinosaurs lived in the past To use all senses to explore	Understand the key features of a life cycle of some animals in the world (caterpillar) Explore how the season is changing Say some ways to care for the planet Sort animals by type, where they live Plant and care for a seed/plant Know different animals live in different areas of the world. Knows the names of several animals and can recognise them.	Know that there are different ways to travel and name different forms of transport Know that there are different places in the world to travel to and that some are hot and others that are cold and to know some features/creatures that live there Think about how people spent time at the seaside in the past To understand the seaside environment and be able to name some things might see and hear at the beach and in the ocean To talk about where they have travelled to locally and wider world and their experiences
Expressive Arts and Design	Explore instruments in the environment Explore colours and colour mixing Explore paint and using other items to paint with	Collage skills (tearing, scrunching, layering) Use mixed media in creative projects	Explore and create using a variety of materials and junk modelling resources	Use a range of different modelling resources and malleable to make aliens and monsters 'out of this world'	Use paint and colour mixing to paint their favourite animals	Explore and use a range of resources to make a lighthouse

Reception Journey

Area/ Subject		Autumn 1 Marvellous Me	Autumn 2 There's no place like home	Spring 1 Once upon a time	Spring 2 Life on the farm	Summer 1 A pirate's life for me	Summer 2 Commotion in the ocean
Literacy	Reading Comprehension	Explore the reading dogs through text of the week Handling and care of books Turning of pages	Explore new text based vocabulary through the word wizard Prediction focus dog for job	Discuss main events and characters from the traditional tales Sequencing focus dog job	Vocab focus dog job Identify unknown vocabulary Use new vocabulary in context	Retrieval focus dog job Use the book to find answers to simple questions (matching)	Inference focus Use the pictures and words to understand more about the characters
	Writing Composition and Transcription	Writing random letter like formations. Draw clear pictures with added detail Name copying. Hear initial sounds for words and identify them on a sound mat	Write all of their first name Forming recognisable letters Hear and find sounds in CVC words (beginning, then end, then middle) Begin to build CVC words	Write CVC words hearing all sounds in the word using words from phonics scheme or using taught sounds	Writing simple lists Orally rehearse captions Writing short phrases and captions with a finger space Write some common exception words for example 'the' in a caption	Writing simple sentences I can see.. with a finger space, capital letter for 'I' and sometimes use a full stop Orally rehearse sentences	Orally rehearse sentences Writing simple sentences with increasing independence Re read what they have written.
	Handwriting	Posture for writing Squiggle whilst you wiggle Dough Disco	Taking the pen for a walk focussing on directional language for letter formation 'up, down, over'	SSPF Len's Ladder Letters l, t, i, u, j, y	SSPF Ben's Bouncy Letters r, n, m, h, b, p, k	SSPF Cal's Curly Letters c, o, a, d, g, q	Zippy's Zig Zag Letters v, w, x, z
	Phonics	Phonological Awareness SSPF B2 G1 + 2	SSPF B2 G3, 4, 5 I, is, to, the, go, no, has, his, as, of, into	SSPF B2 G6 B3 G1 + 2 her, was, you, he, she, we, me, be, they	SSPF G3, 4, 5 by, my, are, all, some	SSPF G5, 6, 7 come, so, do, little, out	Recap and Mastery
	Reading	Segment and blend to read CVC words fluently		Segment and blend to read captions fluently Show an understanding of the caption Sight read some basics 2 tricky words		S&B to read sentences. Sight read some decodable words Show an understanding of the sentences read Sight read some basics 3 tricky words	
Maths (White Rose Maths)		Match sort and compare Talk about measure and patterns Circles and triangles It's me 1, 2, 3 Matching and sorting amounts. Comparing size mass and capacity. Comparing amounts. Exploring pattern. Representing 1, 2 and 3. Comparing 1, 2 and 3. Exploring circles and triangles	It's me 1, 2, 3 1, 2, 3, 4, 5 Shapes with 4 sides Recapping 1, 2 and 3. One more/ One less. Composition of 1, 2 and 3. Finding and representing 4 and 5. Composition of 4 and 5. Identify and name shapes with 4 sides. Combining shapes with 4 sides. Shapes in the environment.	Alive in 5 Mass and Capacity Growing 6, 7, 8 Introduce 0. Subitise 0-5. Find one more/less. Composition to 5. Compare mass. Explore and compare capacity. Find and represent 6, 7, and 8. One more/less. Composition of 6, 7, 8. Make pairs to find odd and even. Doubles finding and making. Combining two groups. Conceptual subitising	Length, Height, Time Building 9 and 10 Explore 3D Shapes Explore and compare length and height. Talk about, order and sequence time. Find and represent 9 and 10. Compare numbers to 10. One more/less. Composition to 10. Bonds to 10. Doubles to 10. Explore odd/even. Recognise and name 3D shapes. Find 2D within 3D shapes. Identify, copy and continue patterns. Patterns in the environment.	To 20 and Beyond How many now? Manipulate, compose and decompose Build beyond 10 (10-13, 14-20). Continue patterns beyond 10 (10-13, 14-20). Verbal counting beyond 20. Verbal counting patterns. Add more. How many added? Take away. How many taken? Select, rotate and manipulate shapes. Compose shapes. Decompose shapes. Copy 2d shape pictures.	Sharing and Grouping Visualise, build and map Making Connections Explore and carry out sharing. Explore and carry out grouping. Even and odd sharing. Identify units of repeating patterns. Create own pattern rules. Visualise from different positions. Describe positions. Give instructions to build. Explore mapping and create maps.

Communication and Language (Oracy including Wellcom snack and social)	Early Communication Screening Understand 'when' Understand that things that go together are not always the same Learning the meaning of 'after' Understand post modified sentences Understand sentences containing 'either' and 'or'	Understand and use verbs in the past tense Use prepositions 'behind, in, under' Understand emotions through facial expressions Understand questions words through use of stories Remember and say 5 things Superlatives 'biggest and smallest'	Understand which day comes next Understand Passive sentences Identify emotions Begin to understand idioms Predict what might happen next	Understand periods of time Remember more and more information Use category manes and explain the differences between things Make inferences using idioms	Consolidation of previous taught objectives. Teacher to identify any objectives that might need consolidation for their individual class.	Consolidation of previous taught objectives. Teacher to identify any objectives that might need consolidation for their individual class.
	Throughout the year, Reception children will be given oracy targets from the following lists. Opportunities for these will be planned for throughout the year. It is the teacher's discretion which targets are selected for which points in the year based on the cohort, as long as all are covered across a year. Physical: To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others. To use gesture to support meaning in play. To speak audibly so they can be heard and understood. Linguistic: To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. Cognitive: To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next. To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail. Social and Emotional: To listen to others. To take turns to speak with the support of an adult. To listen attentively in a pair or small group. To take turns to speak with a partner independently.					
PSED (including PSHE)	Settling in Following new routines Recognising and identifying different emotions Being Me in my World Help others feel welcome. Work with others. Know and care about others' feelings.	Celebrating Difference Make comparisons. Understand bullying and how to deal with confrontation. Make new friends. Know how to celebrate differences.	Dreams and Goals Know what a goal is and set one. Think about what it means to be successful. Know how to tackle challenges.	Healthy Me Make a healthy choice and name some. Make a healthy meal plate. Know why physical activity is good for us. Know how to keep safe (strangers, crossing roads). How to be a good friend.	Relationships Know what it means to belong. Know how to build good relationships with friends and family. Know who their family are. Know how to celebrate the special people.	Changing Me Know what makes them unique. Can express their feelings. Understand and respect changes. Know that changes are good too. Know who to ask for help.
PD (including PE)	Fundamentals Use big steps to run and small steps to stop. Hold out arms to balance. Bend knees when jumping and landing. One foot for hopping	Forest School Exploring how to be in the woodland safely. Explore negotiating space.	Dance Move bodies in different ways. Change an action to show an idea. Negotiate space.	Forest School Create a shelter for insects using natural objects. Use fine and gross motor skills when building. Work together.	Ball Skills Look at a target when sending a ball. Have hands out ready to catch. Watch the ball as it comes towards them. Begin to dribble.	Forest School Use a simple map of the woodland. Make their own map of the woodland .Negotiate space.
RE	What makes people special? Know why they are special. Name someone special to them. Know why Jesus and Moses are special to Christians	Why do Christians perform a nativity? Know the significance of people involved in the nativity. Understand why Christians celebrate the birth of Jesus	How do people celebrate? know how different people celebrate times of year including: New Year UK, Chinese New Year, Nowruz (Persian), Holi (Hindu),	Why do Christians put a cross in the Easter garden? Know the events in holy week. Understand the significance of the symbol of the cross for Christians. Link thoughts to the good Samaritan	What can we learn from stories? Know what the moral of the story means through: the boy who cried wolf, the crocodile and the priest, Bilal and the beautiful butterfly, the gold giving serpent	What makes places special? Name a special place to them. Know why different places are special to others including: homes, holidays, churches, mosques and synagogues.

Understanding of the World (including aspects of history, science, geography)	Know similarities and differences between themselves and others Organise themselves Explore how they have changed over time Know some different parts of the body and what they are for Explore our own and other family backgrounds Explore seasonal changes (Autumn)	Follow directions Explore and draw simple maps Explore map symbols Know which country we live in Compare homes (building types and homes from around the world) Know different ways of travelling	Explore seasonal changes (Winter) Explore different materials (little red basket) Explore effects of liquids (ginger bread man) Explore the best material to build a house (three little pigs) Know that fairy tales are told for years and years	Life cycle of a chick. Know the different animals that live on the farm and what products we might get from them or their job on the farm. Compare our environment to the farm. Organise the farm animals.	Explore, use and make simple maps Compare their lives to the life of a pirate. Explore things that float and sink. Test different materials to build a boat.	Know that not all animals that live in the sea are fish Know what life might be like beneath the waves. Explore how things survive in the sea. Make comparisons between animals on land and in the sea.
Expressive Arts and Design (including Art, DT and Music)	Art - Drawing Self Portrait Explore and observe to draw Exploring Music in the environment built around firm foundations of phonics Notice changes in volume. Say what they like/dislike about music. Explore the different sounds objects make.	DT - Structures Junk Model Homes Compose and decompose shapes. Explore materials freely. Choose the right resources to carry out a plan Exploring Sound Explore vocal, body, instrumental, environmental and nature sounds	Art - Painting Mixed Media Bear Hunt Explore colour and textures Explore materials freely Celebration Music Know and listen to special songs that celebrate different events. Explore spontaneous movement with different parts of their body.	DT - Cooking/Nutrition Fruit Kebabs Use a variety of different tools Develop their own ideas Music and Movement Explore action songs and finding the beat. Explore tempo and pitch through dance. Do a music and movement performance.	DT - Mechanisms Design a pirate ship Explore different materials Explore materials freely Choose the right resources Musical Stories Move to music, use actions when storytelling. Use instruments to represent actions. Compose a musical story.	Art - Painting Mixed Media Commotion in the Ocean Explore a range of artistic effects Explore materials freely Big Band What makes an instrument. Explore an orchestra. Explore tuned and untuned instruments. Complete a performance.