



Manor Farm Academy  
A L.E.A.D. Academy

# Reception

## Long Term Planning Overview

	<b>AUTUMN</b> - Ourselves	<b>SPRING</b> - Exploration	<b>SUMMER</b> - Our World
<b>Fortnightly Themes</b>	<ol style="list-style-type: none"> <li>1. <i>My Family and Home.</i></li> <li>2. <i>My school. (People Who Help Us).</i></li> <li>3. <i>Growing and Changing.</i></li> <li>4. <i>My senses.</i></li> <li>5. <i>Autumn.</i></li> <li>6. <i>Celebrations - Diwali</i></li> <li>7. <i>Celebrations - Christmas</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Winter</i></li> <li>2. <i>Pirates</i></li> <li>3. <i>Under The Sea.</i></li> <li>4. <i>China.</i></li> <li>5. <i>Space.</i></li> <li>6. <i>Easter.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Spring</i></li> <li>2. <i>Growing/ Plants</i></li> <li>3. <i>Animals/ Dinosaurs.</i></li> <li>4. <i>Minibeasts</i></li> <li>5. <i>Summer and Sun Safety.</i></li> <li>6. <i>A Healthy Lifestyle.</i></li> <li>7. <i>Transition to Year 1.</i></li> </ol>
<b>Texts</b>	<p>Funny Bones  The Leaf Thief  Avacado Baby  Silly Billy  Simon Sock  Guess How Much I Love You  My Many Coloured Days  The Little Red Hen  Amazing  First Poems  My Name is Not Refugee  The Gingerbread Man  School Days  The Best Diwali Ever.</p>	<p>The Snail and the Whale  Julian Is A Mermaid  Starlight Sailor  The Proudest Blue  Splash  The Singing Mermaid  Wishes  The Pirate House  How To Catch A Star  Mermaid  All About Pirates  Barry The Fish With Fingers  Peter Pan (Retold in Rhyme).</p>	<p>Dinosaurs- Questions and Answers  Animal Babies  Tyrannosaurus Drip  Zookeeper Joe  Gorilla  The Treasure Hunt  Owl Babies  Jasper’s Beanstalk  Kitchen Disco  The Animal Bop Won’t Stop  The Proper Way to Meet a Hedgehog  Jack and the Beanstalk  Seeds</p>
<b>Nursery Rhymes and Songs</b>	<p>Miss Polly had a Dolly, Dr Foster, Dingle  Dangle Scarecrow, Autumn Colours,  Autumn leaves are falling down, Big Red  Combine Harvester, It’s Diwali song,  Santa Claus is Comin’ to Town, Rudolph</p>	<p>Frosty the Snowman, Let it Go, Chinese  New Year song, Twinkle Twinkle Little  Star, I’m a Pirate, Sailor went to Sea, Old  ship sails, When I was one...,</p>	<p>Incey Wincey Spider, The Ants go  Marching, Picking up a Baby Bumble Bee,  Old Macdonald, Jack and Jill, The Needs of  a Plant, Worm at the bottom of my  Garden, Tiny Caterpillar song</p>

	the Red Nose Reindeer, When Santa got Stuck up the Chimney		
<b>Poetry</b>	First Poems book, Hey Diddle Diddle by Michael Rosen, Night by Enid Blyton, 'Twas the Night before Christmas,	Boing! Boing! By Michael Rosen, The Owl and the Pussycat by Edward Lear	Don't by Michael Rosen, The Grass House by Shirley Hughes, Picnic tea by David Harmer
<b>Ambitious Vocabulary</b>	Adult, toddler, develop, healthy, elderly. Enjoy, practise. Christian, spruce, tradition, wreath, carol. Diwali, Hindu, Mandir, celebrate. Greater, less, pleasant, numeral, persevere. Author, illustrator, text, title, imagine. Joyous, festive, saviour, noel, family. Gift, anniversary, memories, relatives, data. Celebration, harvest, gather, festival, autumnal. Superb, fabulous, marvellous, incredible. Amount, digraph, ceremony, baptism. Lincoln, city, address, structure, Lincolnshire. Nativity, journey, costume, manger. Rhyme, explode, traitor, Guy Fawkes.	Glistening, icicle, glowing, flutter, scrunch. Compass, fearsome, skulduggery, ocean, galleon. Blizzard, nightfall, drift. Clown fish, skate, nurse shark, flippers, habitat. Nature, camouflage, gloomy, glimmer, scales, irredesant. Narator, traditional, fiction, author, persevere. Oriental, challenge, celebrate, delicious. Astronaut, martian, spectacular, solar system, discover. Universe, galaxy, meteorite, atmosphere. Cutlass, Jolly Roger, ruffian, glisten. Asia, direction, North, South, East, West.	Lambs, month, climate, breezy, changeable. Temperature, diverse, valued, shine. Herbivore, meadow, acre, orchard, dairy. Glade, British, prey, antler, camouflage. Nutritious, vitamins, Bible, recipe, diet. Canopy, wildlife, scamper, frolic, National. Hygiene, care, decay, enamel, exercise. Arable, crop, agriculture, source. Roots, stem, germinate ,petal. Discovery, ancient, carnivore, herbivore, extinct. Nutrients, nurture, earth, bulb, estimate. Fossil, archaeologist, history,

### Communication and Language

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, story-telling 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>Listening, Attention and Understanding (Throughout all mini topics)</b></p>	<ul style="list-style-type: none"> <li>• Listen and respond to what they hear with comments and actions when being read to.</li> <li>• During whole class discussions and small group interactions begin to make comments about what they have heard.</li> <li>• Begin to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.</li> <li>• During whole class discussions and small group interactions make comments about what they have heard and begin to ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>• Enjoy listening attentively to stories.</li> <li>• Know when it is appropriate to speak and to listen in a two-way conversation.</li> <li>• Show an understanding of new vocabulary and use it within their play.</li> <li>• Listen to and follow instructions and routines confidently.</li> </ul>		
<p><b>Speaking (Throughout all mini topics)</b></p>	<ul style="list-style-type: none"> <li>• Participate in small group and one-to-one discussions.</li> <li>• Begin to offer their own ideas, using recently introduced vocabulary.</li> <li>• Begin to make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas.</li> <li>• Use recently introduced vocabulary with increasing accuracy.</li> <li>• Begin to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past,</li> </ul>

	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher.</li> </ul>	<p>present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>Access modelled new vocabulary accurately daily. This will be revisited through planned learning opportunities.</li> <li>Draw out new words from stories, poems, themes and songs. Exploring, explaining and contextualising them.</li> <li>Share a range of quality texts with a skilled story reader.</li> <li>Engage in opportunities for them to rehearse verbal responses with talk partners.</li> <li>Understand that talk can be different within different contexts. (Assembly/ playground etc.)</li> </ul>		
<p><b>Personal, Social and Emotional Development</b></p> <p>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 9 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>			
<p><b>Self-Regulation (Throughout all mini topics)</b></p>	<ul style="list-style-type: none"> <li>Begin to show an understanding of their own feelings and those of others.</li> <li>Set and work towards simple goals, being able to wait for what they want.</li> <li>Develop focused attention on what the teacher says.</li> <li>Show an ability to follow instructions involving one or two ideas or actions</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and begin to control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately.</li> <li>Begin to show an ability to follow instructions involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>

<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>• Know that we are consistent in our approach to rules and expectations.</li> <li>• Make appropriate behaviour choices. This will be explicitly modelled by adults.</li> <li>• Discuss our emotions and how to manage them .</li> <li>• Recognise their own emotions. (Circle Time/ Assemblies/ Philosophy Sessions).</li> <li>• Have high expectations for their own behaviour for learning.</li> <li>• Value and celebrating good behaviour choices.</li> </ul>		
<p><b>Managing Self (Throughout all mini topics)</b></p>	<ul style="list-style-type: none"> <li>• Develop confidence to try new activities and show some independence, resilience and perseverance in the face of simple challenges</li> <li>• Begin to understand right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including going to the toilet and hand washing.</li> <li>• Begin to understand the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence to try new activities and show independence.</li> <li>• Build resilience and perseverance in the face of challenge.</li> <li>• Begin to understand the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Understand the importance of a healthy lifestyle.</li> </ul>
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>• Learn through the modelling and supervising of basic hygiene routines daily.</li> <li>• Discuss the importance of teeth brushing, cleanliness, a healthy diet.</li> <li>• Understand how to respond to challenging situations positively. This will be modelled by the adults in the setting.</li> <li>• Access scaffolded self-management steps for children who need this. (Using Step Diagrams for using the toilet etc.)</li> </ul>		
<p><b>Building Relationships (Throughout all mini topics)</b></p>	<ul style="list-style-type: none"> <li>• Begin to work and play cooperatively.</li> <li>• Begin to form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others as modelled by adults.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Begin to show sensitivity to their own and to others' needs.</li> </ul>	
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> <li>• Work with adults who have high expectations for learning behaviours.</li> <li>• Work with adults who learn alongside the children to find out about them as individuals and to tell them about you.</li> <li>• Work with adults who use praise positive actions and words.</li> <li>• Have time to be listened to!</li> <li>• Work with adults who make some learning bespoke to "hook" reluctant learners and meet their needs through interest.</li> <li>• Know that there is consistency of approach across our school in terms of learning behaviours.</li> </ul>		
<p><b>Physical Development</b></p> <p>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.</p>			
<b>Gross Motor Skills (Throughout all mini topics)</b>	<ul style="list-style-type: none"> <li>• Begin to negotiate space and obstacles safely.</li> <li>• Demonstrate developing strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with some consideration for themselves.</li> <li>• Demonstrate improving strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, and climbing</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> <li>• Enjoy being healthy and strong and active.</li> <li>• Know how we can keep our bodies healthy and well.</li> <li>• Show core strength, balance and co-ordination when playing.</li> <li>• Move energetically, confidently and safely in a variety of different ways such as running, jumping, dancing, climbing.</li> </ul>		

<b>Fine Motor Skills (Throughout all mini topics)</b>	<ul style="list-style-type: none"> <li>• Begin to hold a pencil effectively in preparation for fluent writing, as modelled by an adult.</li> <li>• Begin to develop a tripod grip in almost all cases.</li> <li>• Use a range of small tools, including paint brushes and cutlery with some degree of care.</li> <li>• Begin to explore shape when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil with increasing control in preparation for fluent writing.</li> <li>• Use the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery with increasing control.</li> <li>• Begin to make representational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing.</li> <li>• Use the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> <li>• Use pencils for drawing and writing.</li> <li>• Use paintbrushes for creative and expressive activities.</li> <li>• Utilise a range of outdoor tools for making and building. (Bungees, screwdrivers, hammers, pegs etc,)</li> <li>• Safely use scissors for cutting and making, art and design.</li> <li>• Effectively use cutlery for eating and cooking.</li> </ul>		
<b>Literacy</b> 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).			
<b>Comprehension (Throughout all mini topics)</b>	<ul style="list-style-type: none"> <li>• Demonstrate some understanding of what has been read to them by using their own words</li> <li>• Anticipate – where appropriate – what might happen next in stories.</li> <li>• Begin to use and understand recently introduced vocabulary during discussions about stories, and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling key parts of stories and narratives using their own words.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>



<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>• Follow the RWI steps for learning in phonics. (Questions to think about.)</li> <li>• Use the Question Matrix to answer and then construct questions to challenge understanding at different levels.</li> <li>• Access continuous provision as a prompt to show what they have learned.</li> <li>• Discuss stories and poems. Compare texts to look for similarities and differences.</li> </ul>		
<p><b>Word Reading (Throughout all mini topics)</b></p>	<ul style="list-style-type: none"> <li>• Say a sound for each letter taught within the first two terms.</li> <li>• Begin to put sounds together to make cvc words using the sounds that they know.</li> <li>• Recognise some common exception words. (E.g. I, was,he).</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter taught in the alphabet and at least 5 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending. (Fred Talk).</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>• Make a strong start in Reception with the RWI programme. Beginning at the latest week 3 of September.</li> <li>• Use the most commonly used high frequency words throughout learning. (Writing the Home Board, on display, in reading games etc.)</li> <li>• Access assessment every 6 weeks to find out what to teach each child next.</li> <li>• Access daily intervention for all children to keep up.</li> <li>• Notice and respond to the text rich environment of our school. Make links with past learning.</li> </ul>		
<p><b>Writing (Throughout all mini topics)</b></p>	<ul style="list-style-type: none"> <li>• Begin to write some recognisable letters, most of which are correctly formed.</li> <li>• Write own name.</li> <li>• Begin to write cvc words independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Write most letters of the alphabet, most of which are correctly formed.</li> <li>• Begin to spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Begin to write simple phrases and sentences that can be read back by the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>• Form letters correctly, using the RWI rhymes for each letter.</li> <li>• Work with adults who provide modelling and guidance for pencil grip, writing left to right and sitting letters on the lines.</li> <li>• Access interesting and motivational stimuli for writing across different genres.</li> <li>• Engage in intervention sessions daily so that target teaching can happen in a bespoke manner.</li> <li>• Use the “Hold A Sentence” approach to verbally rehearse written sentences.</li> <li>• Work with adults who model each teaching step deliberately for writing.</li> <li>• Work with adults who model the correct use of appropriate grammar and “thinking out loud”.</li> <li>• Check their own writing for sense by reading it back.</li> </ul>		
<p><b>Mathematics</b></p> <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.</p>			
<p><b>Number</b> (Throughout all mini topics)</p>	<ul style="list-style-type: none"> <li>• Have a growing understanding of number to 10, including the accurate counting of sets of each number of objects to 10.</li> <li>• Begin to subitise (recognise quantities without counting) up to 5.</li> <li>• Recognise numerals 0-10.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a deepening understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Begin to recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>• Follow the explicit teaching steps of the White Rose Maths scheme.</li> <li>• Access opportunities for daily number recognition/ counting/ problem solving through routines. (How many here today?, Match the lunch boxes to the people, amount of people allowed to work in a particular area etc.)</li> <li>• Engage in the daily use of number rhymes and songs.</li> <li>• Show an amount in different ways. (Fingers, numeral, actions etc.)</li> </ul>		

<b>Numerical Patterns (Throughout all mini topics)</b>	<ul style="list-style-type: none"> <li>Verbally count beyond 20 with support during daily routines.</li> <li>Begin to notice when one quantity is greater than, less than or the same as the other quantity.</li> <li>With support, explore and represent patterns within numbers up to 10. (e.g. <math>1+1=2</math>, <math>1+2=3</math>, <math>1+3=4</math>).</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, and begin to recognise the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds.</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> <li>Access adult guided learning sessions each day.</li> <li>Engage in opportunities for past explicit learning to be demonstrated through the careful planning of ongoing provision.</li> <li>Follow the explicit teaching steps of the White Rose Maths scheme.</li> <li>Understand the composition and pattern within number, which, will be taught explicitly.</li> </ul>		
<b>Understanding the World</b> 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			
<b>Past and Present</b>	<ul style="list-style-type: none"> <li>When prompted, talk about the lives of the familiar people around them and their jobs. <i>My Family and Home.</i> <i>My school. (People Who Help Us).</i></li> <li>With support, identify some similarities and differences between things in their own past and now, drawing on their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society. <i>Under The Sea.</i> <i>Space.</i></li> <li>Begin to identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society. <i>A Healthy Lifestyle.</i> <i>Transition to Year 1.</i></li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>

	<p><i>My Family and Home.</i> <i>Growing and Changing.</i></p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><i>Growing and Changing.</i></p>	<p><i>Pirates</i> <i>Space.</i></p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><i>Pirates</i> <i>Space.</i></p>	<p><i>Animals/ Dinosaurs.</i></p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><i>Animals/ Dinosaurs.</i></p>
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>• Access good quality texts which illustrate both past and present.</li> <li>• Compare and discuss the differences that they notice in the words and images from these books; past and present day.</li> <li>• Talk about their own lives and what they have experienced in the past.</li> <li>• Identify how they themselves have changed over time.</li> <li>• Talk to family members about what their lives were like as children compared to now.</li> <li>• Use the corridor Time Line to help children to see their place in History and other significant events/people.</li> </ul>		
<p><b>People, Culture and Communities</b></p>	<ul style="list-style-type: none"> <li>• With support, talk about their immediate environment using observation, discussion, non-fiction texts and simple maps.</li> </ul> <p><i>My Family and Home.</i> <i>My school. (People Who Help Us).</i></p> <ul style="list-style-type: none"> <li>• Begin to recognise some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p><i>Celebrations - Diwali</i> <i>Celebrations - Christmas</i></p>	<ul style="list-style-type: none"> <li>• Talk about their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p><i>Winter</i></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p><i>China.</i> <i>Easter.</i></p> <ul style="list-style-type: none"> <li>• Begin to verbalise some similarities and differences between life in this country and life in another country, drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p><i>Spring</i> <i>Growing/ Plants</i> <i>Minibeasts</i></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p><i>Healthy Lifestyles. (Tolerance)</i></p>

		<p>on knowledge from stories, non-fiction texts and – when appropriate – maps. <i>Under The Sea.</i> <i>China.</i></p>	<ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <i>Animals/ Dinosaurs.</i> <i>Summer and Sun Safety.</i></li> </ul>
<p>We will achieve this by supporting the children to:</p>	<ul style="list-style-type: none"> <li>Explore our local area in terms of the school environment, the people who work there and our journeys to school.</li> <li>Show respect and enjoyment for a range of special times, which are appropriate to that cohort. (E.g. Diwali, Christmas, Chinese New Year, birthdays.)</li> <li>Celebrate special times together with respect.</li> <li>Use maps, atlases, fiction and non-fiction texts to develop an understanding of the diverse World that we live in. Echo this with provision experiences which draw upon this learning.</li> <li>Use Circle Time/ Philosophy sessions to discuss similarities and differences between groups or individuals.</li> <li>Work with adults who model tolerance and teach this explicitly.</li> <li>Be aware of British Values, what is right and what is wrong.</li> </ul>		
<p><b>The Natural World</b></p>	<ul style="list-style-type: none"> <li>Begin to explore the natural world around them appropriately. <i>Autumn.</i></li> <li>Begin to notice some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <i>Celebrations - Diwali</i> <i>Celebrations - Christmas</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations. <i>Winter</i> <i>Under The Sea.</i></li> <li>With support, recognise some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <i>Winter</i> <i>China.</i> <i>Space.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants. <i>Spring</i> <i>Growing/ Plants</i> <i>Animals/ Dinosaurs.</i> <i>Minibeasts</i> <i>Summer and Sun Safety.</i></li> <li>Know some similarities and differences between the natural world around them and contrasting environments,</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to recognise change in terms of the seasons and growing. <i>Growing and Changing.</i> <i>Autumn.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>Winter</i> <i>Under The Sea.</i></li> </ul>	<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>Spring</i> <i>Growing/ Plants</i> <i>Summer and Sun Safety.</i></li> </ul>
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> <li>• Be curious about what is around them. This will be modelled by all adults working with the class.</li> <li>• Develop self-motivation to explore their World safely and appropriately.</li> <li>• Learn through adult directed teaching, first-hand experience (visits) and cleverly planned ongoing provision.</li> <li>• Use magnifying glasses, binoculars, bug pots, bug nets, magnets etc. as tools to find out more. This will be modelled by the adults in the setting.</li> <li>• Notice change.</li> <li>• Use Tier 2 and 3 vocabulary to talk about their discoveries.</li> </ul>		
<p><b>Expressive Arts and Design</b></p> <p>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.</p>			
<b>Creating with Materials (Throughout all mini topics)</b>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials and tools.</li> <li>• Experiment with colour, design, form and shape.</li> <li>• Share their creations, and with support explain the process they have used.</li> <li>• Begin to make use of props and materials when role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques.</li> <li>• Experiment with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

	characters in narratives and stories.		
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> <li>• Use a wide range of tools safely and correctly. These will include scissors, paint brushes of different sizes, playdough tools, glue sticks, junk modelling things and mark making tools.</li> <li>• Select an appropriate tool for the job that they are engaged in.</li> <li>• Understand that the properties of tools and materials determines what they can be used for.</li> <li>• Work with adults who will explicitly model the use of tools, and intervene if necessary in order to use them safely.</li> </ul>		
<b>Being Imaginative and Expressive (Throughout all mini topics)</b>	<ul style="list-style-type: none"> <li>• With support, sing a range of well-known nursery rhymes and songs.</li> <li>• Begin to perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
We will achieve this by supporting the children to:	<ul style="list-style-type: none"> <li>• Engage daily in singing and rhyme type activities.</li> <li>• Take part in scaffolded learning opportunities in ongoing provision, which draw upon past learning.</li> <li>• Take part in a Christmas Production confidently.</li> <li>• Learn simple songs that are linked to the learning.</li> <li>• Select their own way of demonstrating what they know or can do. (Key Questions).</li> <li>• Access bespoke dance/ movement /PE lessons that promote individually creative responses.</li> </ul>		

