

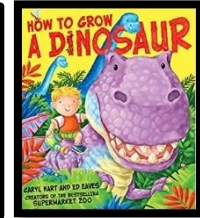
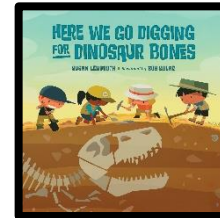
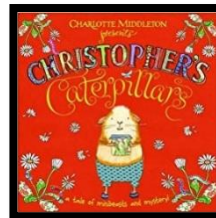
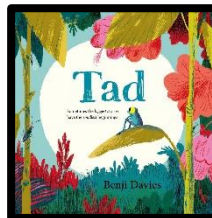
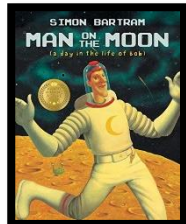
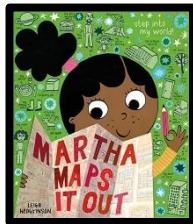
Mayfield Primary School

Reception Long Term Plan

'I Can Curriculum' Summary

New EYFS Framework Statutory September 2021

(Our full I Can Curriculum is available on request)



A language rich, sequenced curriculum to ensure all children make progress and are ready for the next stage of their education

Mayfield Early Years Foundation Stage Reception Long Term Plan Overview

Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme/Topic	Settling In What can I see when I come to school?	Space What would it be like to be an astronaut?	Growth How does your garden grow?	Growth How does your garden grow?	Dinosaurs Were all dinosaurs ferocious?	Dinosaurs Were all dinosaurs ferocious?
Key Texts	Starting School The Leaf Thief Martha Maps It Out Oliver's Vegetables We're Going on a Leaf Hunt Incredible You What makes me a me? What I like about me.	Bob, the Man on the Moon How to Catch a Star Whatever Next Look Inside Space	What will I be? There's a House Inside Mummy Tad The Trouble with Tadpoles The Tadpoles Promise Big Yellow Sunflower Pip and Egg	The Very Hungry Caterpillar Christopher's Caterpillars Egg to Chicken Eggs and Chicks Chicken Licken	Mad about Dinosaurs The World of Dinosaurs Harry and the Bucketful of Dinosaurs at the Museum Here we go Digging for Dinosaurs Dinosaurs Love Underpants	Dinosaurs and all that Rubbish Dear Dinosaur
Linked Texts	Autumn Non-Fiction Books Going to School Big Book of Autumn Leaf Man Going to School Our School is a Family Room on the Broom (Talk for Writing) Pig in the Pond (Shared Read)	Q Pootle and Q Pootle in Space Aliens Love Underpants (Talk for Writing) Toys in Space (Shared Read) Dear Father Christmas The Christmas Story	What do you want to be? Non-Fiction books about growing Our Baby Billy and the Baby Frog non-fiction books Owl Babies (Shared Read) Rosie's Walk (over full term) (Talk for Writing)	Non-fiction books about chicks, butterflies The Easter Story We're Going on an Egg Hunt We're Going on a Bear Hunt (Shared Read)	Non-fiction texts about dinosaurs Harry and the Bucketful of Dinosaurs (for full term) (Talk for Writing) How to Grow a Dinosaur (Shared Read)	Non-fiction texts about dinosaurs There are Dinosaurs in my School Tyrannosaurus Drip On the Way Home (Shared Read) Final Two Weeks Focus: adaptations of Traditional Tales. Goldilocks and the Three Crocodiles There is No Dragon in this Story. There is No Big Bad Wolf in this Story. Once Upon a Fairytale.
Trips/Visitors/Wow Moments/Role Play	Home Corner Walk around school grounds	Father Christmas Space shuttle/Grotto	Chicks Garden Centre	Caterpillars and butterflies School	Dinosaur Mike Giant dinosaur footprint Dinosaur Museum	Dinosaur in our classroom video Dinosaur Museum
Celebrations/Festivals	Halloween	Christmas Hanukah	Chinese New Year	Mother's Day Easter Passover		Father's Day
Themed Weeks	Where do I live?	What is it like where Father Christmas lives?	What can we grow? (N) Who helps us?(R)	How do we all celebrate?	How Amazing is Africa?	Do we live in the Town or the Country?

The Early Years Foundation Stage Framework 2021

The Prime Areas of Learning

Communication and Language

Personal, Social and Emotional Development

Physical Development

Listening, Attention and Understanding

Speaking

Self-Regulation

Managing Self

Building Relationships

Gross Motor Skills

Fine Motor Skills

The Specific Areas of Learning

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Comprehension

Word Reading

Writing

Number

Numerical Patterns

Past and Present

People, Culture and Communities

The Natural World

Creating with Materials

Being Imaginative and Expressive

Creating and Thinking Critically

Active Learning

Playing and Exploring

A Unique Child

Positive Relationships

Enabling Environments and Adult Support

Learning and Development

Communication and Language: Listening, Attention and Understanding & Speaking			Key Learning Experiences, Opportunities and Strategies:
<p>Educational Programme: 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>			
Autumn	Spring	Summer	<ul style="list-style-type: none"> • WellComm Assessments • Time to Talk • Big Book of Ideas • Talk for Writing • Story Times • Shared Read • Narrative Intervention • Pole Bridging • Story Sacks • Dinosaur School • Speech and Language (recommended and targets) • Use of visuals • Staff are NELI trained. • Staff are Eklan Level Two and Three trained. • Continuation of Phase One Phonics opportunities. • Tune into Talking • Hands and Voices • Role Play • See Mayfield Magic Moments for variety of C&L experiences. • Think Equal
Some of the key knowledge and skills we will be working on in Communication and Language:			
<ul style="list-style-type: none"> * To develop our listening skills using lots of activities and begin to understand why listening is important. * To be able to speak clearly and confidently in small and larger groups. * To be able to speak in a full sentence. * To be able to engage in a turn taking conversation with peers and adults. * To extend our vocabulary with topic related words and use these throughout the day. 	<ul style="list-style-type: none"> * To develop our listening skills using lots of activities and begin to understand why listening is important. * To be able to speak clearly and confidently in small and larger groups. * To extend our vocabulary with topic related words and use these throughout the day. * To be able to engage with a range of texts including non-fiction books. * To begin to ask questions to find out more information. * To develop social phrases. 	<ul style="list-style-type: none"> * To extend our news telling skills and be able to speak confidently in full sentences. * To listen attentively and respond appropriately through a variety of fun activities. * To extend our vocabulary with topic words and explore the sounds of new words. * To think of some good questions for a palaeontologist. * To use language imaginatively in our Dinosaur Museum and small world areas. * To express my feelings using full sentences, including the use of past, present and future tense. * To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. 	

Communication and Language Early Learning Goals

ELG Listening and Attention:

I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to, during class discussions and small interactions.

I can hold a conversation when engaged in a back-and-forth exchange with my teacher and peers.

I can make comments about what I have heard and ask questions to clarify my understanding.

ELG Speaking:

I can participate in small group, class and one to one discussions, offering my own ideas, using recently introduced vocabulary.

I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

I can express my ideas and feelings about experiences using full sentences, including use of past, present future tenses and making use of conjunctions, with modelling and support from my teacher.

Personal, Social and Emotional Development: Self-Regulation, Managing Self & Building Relationships			Key Learning Experiences, Opportunities and Strategies: <ul style="list-style-type: none"> Social and Emotional interventions Think Equal Dinosaur School Circle Time Mental Health Awareness Week Play Skills Intervention Forest School Mayfield Marvel Board Reinforcement of Mission Statement and Values House Point System. Bikeability
Educational Programme: 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.			
Autumn	Spring	Summer	
Some of the key knowledge and skills we will be working on in Personal, Social and Emotional Development:			
* To work as part of a group and class, learning to share and take turns. * To think and talk about our families and experiences.	* To work as part of a group and class, learning to share and take turns. * To think and talk about our families and experiences.	* To develop our social skills and help us to deal with problems between ourselves. * To continue to learn how to deal with our emotions, with Dina and Wally, in Dinosaur School	

<p>* To think about our school rules, know how to play and behave safely and appropriately in school.</p> <p>* To begin to manage myself and my own needs.</p> <p>* To identify my own feelings and those of others.</p> <p>* Later this term we will start Dinosaur school in the Reception Class. This proves to be a big hit with the children and is designed to help them develop their social skills and deal with problems. I'm sure you will be hearing a lot about Dina and Wally.</p>	<p>* To think about our school rules, know how to play and behave safely and appropriately in school.</p> <p>* To begin to manage myself and my own needs.</p> <p>* To identify my own feelings and those of others, including the perspectives of others.</p> <p>* To show resilience and perseverance in the face of challenge.</p> <p>* To talk about the different factors that support my health and wellbeing.</p>	<p>* To be able to solve challenges independently and to become more resilient.</p> <p>* To understand my feelings and those of others.</p> <p>* To manage my own basic hygiene and personal needs.</p> <p>* To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>* To get ready to move to Year 1.</p>	<ul style="list-style-type: none"> • Teaching of British Values. • Smiley Face Charts where necessary. • Visual Timetables • myHappyMind stories and characters • 'Diversity Day' • Charitable events e.g., 'Red Nose Day'
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Personal, Social and Emotional Early Learning Goals

ELG Self-Regulation:

I can show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.

I can set and work towards simple goal, being able to wait for what I want and control my immediate impulses when appropriate.

I can give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

ELG Managing Self:

I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

I can explain the reasons for rules, know right from wrong and try to behave accordingly.

I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

ELG Building Relationships:

I can work and play cooperatively and take turns with others.

I can form positive attachments to adults and friendships with peers.

I can show sensitivity to my own and to other's needs.

Physical Development: Gross Motor Skills & Fine Motor Skills			Key Learning Experiences, Opportunities and Strategies: <ul style="list-style-type: none"> • Get Set 4 PE Scheme • Focus on the importance of quality outdoor play and outdoor equipment. • Bikeability • Forest School • Dough Disco • Fine Motor afternoon. • Squiggle me into a Writer • Walks around the local area – Derker. • DRUHM • Santa Dash • Race For Life • Sports Day • After school sports club • Funky Finger Challenges • Little Wandle Letter Formations • Malleable area and activities.
Educational Programme: 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.			
Get Set 4 PE Knowledge Organiser			
Autumn	Spring	Summer	
Unit 1: Introduction to PE Topic: Fantasy and Adventure Unit 2: Introduction to PE Topic: Everyday Life Unit 1: Ball Skills Topic: Minibeasts Unit 2: Ball Skills Topic: Weather	Unit 1: Dance Topic: Everyday Life Unit 2: Dance Topic: Places Unit 1: Fundamentals Topic: All about Me Unit 2: Fundamentals Topic: Places and Spaces	Unit 1: Games Topic: Transport Unit 2: Games Topic: Around the World Unit 1: Gymnastics Topic: Animals and their Habitats Unit 2: Gymnastics Topic: Traditional Tales	
Autumn	Spring	Summer	
Some of the key knowledge and skills we will be working on in Physical Development:			
<ul style="list-style-type: none"> * To move confidently and safely. * To develop our fine motor skills, be able to hold a pencil and use it effectively. * To use one handed tools. * To show an awareness of space. * To recognise the importance of keeping healthy. * To use my core muscles to help me to achieve good posture when sitting at the table and on the carpet. 	<ul style="list-style-type: none"> * To move confidently and safely. * To use one handed tools. * To show an awareness of space. * To recognise the importance of keeping healthy. * To be able to refine skills including throwing, catching, kicking, aiming and passing. * To be able to develop the foundations for holding a pencil effectively, fluently and quickly. 	<ul style="list-style-type: none"> * To move confidently and safely both inside and outside. * To balance, climb and jump safely. * To join in with team games and work as part of a team. * To be able to move and express ourselves to music. * This term as well as all the opportunities outside we will also be continuing to develop our PE skills in the 	

<p>* To take part in sports activities in our PE sessions and develop our gross motor skills.</p>		<p>hall, and outside, with our sports leader Mr Holmes and Mrs Kirk.</p> <ul style="list-style-type: none"> * To use balancing apparatus effectively and safely. * To continue to develop our fine motor skills. * To use our pencil effectively to form recognisable letters and numbers which are correctly formed. 	
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Physical Development Early Learning Goals

ELG Gross Motor Skills:

- I can negotiate space and obstacles safely, with consideration for myself and others.
- I can demonstrate strength, balance and coordination when playing.
- I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills:

- I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- I can use a range of small tools, including scissors, paint brushes and cutlery.
- I can begin to show accuracy and care when drawing.

Literacy: Word Reading, Comprehension and Writing

Literacy Educational Programme: 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).

**Overview of Little Wandle, Letters and Sounds Revised
(See Little Wandle, Letters and Sounds Revised Programme Progression & Reading Practise Session Development)**

Phase	Phonemes and Focus		Tricky Words	Term
Phase 2	Autumn 1: s a t p i n m d g o c k c k e u r h b f l	Autumn 2: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	is I the as and has his her go no to into she he of we me be	Autumn
Phase 3	Spring 1: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Spring 2: Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	was you they my by all are sure pure	Spring
Phase 4	Summer 1: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est	Summer 2: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	said so have like some come love do were here little says there when what one out today	Summer

Key Learning Experiences, Opportunities and Strategies:

- Little Wandle Phonics Scheme
- Shared Read sessions
- Library challenge
- Bedtime Reading Challenge
- Little Wandle Practise Read sessions
- Going home reading books
- Weekly Parent Phonics Newsletters
- Name cards and writing packs sent home to support families
- Reading Corners both inside and outside
- Opportunities for reading and writing in all areas
- Literacy Challenge Areas
- Squiggle me into a Writer

Autumn	Spring	Summer	
Some of the key knowledge and skills we will be working on in Literacy:			
<ul style="list-style-type: none"> * To learn our letter sounds at the beginning of words and start to blend them together to make words. * We will learn how to form the letters in our names correctly. * We will read a variety of stories, rhymes and poems. * To work on our reading using lots of different books. * To know where to start to read and begin to point to the words as we read them. * To read a wide variety of books, to learn book language and how to handle books. 	<ul style="list-style-type: none"> * To orally segment and blend CVC words. * We will learn how to form the letters in our names correctly. * To link letters to sounds. * To be able to spell tricky words e.g. the, into, we. * We will read a variety of stories, rhymes and poems. * To work on our reading using lots of different books. To know where to start to read and begin to point to the words as we read them. * To show awareness of how stories are structured and describe setting, characters and events. 	<ul style="list-style-type: none"> * To continue our work on Letters and Sounds. We will be working on blending and segmenting 3 letter words and continuing our work on digraphs and trigraphs (2 or 3 letters that make one sound e.g. ee, sh, air, ear). * To look for 2 and 3 letters that make one sound in our reading and writing. * To look at a wide selection of fiction, non-fiction and poetry books related to our topic. To know that information can be found in non-fiction texts. * To demonstrate understanding of what they have read and what has been read to them. * To work on our reading using lots of exciting books. We will read words and simple sentences and begin to use expression. * To try to write independently using our letter sounds, writing 3 letter words confidently and other words using our phonic knowledge. * To write some of our 'tricky and High Frequency' words. * To use finger spaces, capital letters and full stops in our sentences. * To be able to form our letters and numbers correctly. * To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	

- Dough Disco
- Phonics Keep Up
- Little Wandle Handwriting Practise
- Funky Finger Area
- Letter, CVC and sentence writing interventions
- Wow opportunities to promote writing.
- Independent writing table.
- Talk for Writing
- Home learning grid
- School writing projects
- World Book Day

Literacy Early Learning Goals

Word Reading:

Children at the expected level will –

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension:

Children at the expected level will –

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Writing:

Children at the expected level will –

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics: Number and Numerical Patterns			Key Learning Experiences, Opportunities and Strategies: <ul style="list-style-type: none"> • Mastering Number Scheme • Maths Challenge Areas • Quality of indoor and outdoor maths areas along with the importance of excellent resources • Maths Continuous Provision Application Time
<p>Mathematics Educational Programme: 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>			
Mastering Number Reception Overview			
Autumn	Spring	Summer	
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting	

<p>subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>	<p>beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p>	<p>strategies. They will secure knowledge of number facts through varied practice.</p>	<ul style="list-style-type: none"> • Dedicated Shape, Space and Measure time with application time • Practical and real-life experiences • Number rhymes • Math's Working Wall • Use of Numicon and pegs • Targeted interventions • Implementation of Numberblocks • Home learning grid
<p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	
<p style="text-align: center;">Autumn</p>	<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Summer</p>	
<p>Some of the key knowledge and skills we will be working on in Mathematics:</p>			

<ul style="list-style-type: none"> * To learn how to say and use the number names in order in familiar situations. * To learn and find out about basic shapes. * To count accurately to 10 and begin to count backwards. * To learn all about each number in detail. What they look like in different arrangements and how they are made up. E.g. 0+5, 1+4, 3+2, 2+3, 4+1, 5+0 all make 5 * To learn the language of size. * To begin to use positional and directional language. 	<ul style="list-style-type: none"> * To learn how to say and use the number names in order in familiar situations. * To learn and find out about 2D and 3D shapes. * To count accurately to 10 and beyond and begin to count backwards. * To learn all about each number in detail. What they look like in different arrangements and how they are made up. E.g. 0+5, 1+4, 3+2, 2+3, 4+1, 5+0 all make 5 * To use Mathematical language to compare size, capacity, weight, position, distance and distance. * To be able to find one more and one less than a given number. 	<ul style="list-style-type: none"> * To count to 50 and to recognise, write and order numbers 0-20, especially the 'teen' numbers, 11-20. * To work on simple addition and subtraction and record our number sentences. * To explore how numbers can be made up and look at the patterns. * To be able to use a number line to count on and back. * To recognise and describe the properties of 2D and 3D shapes. * To be able to recognise the value of coins and be able to use money in activities. * To continue our work on doubling, halving and sharing through songs and practical activities. * To work on shape, space and measure, including measuring and time. * To know and be able to recite number bonds to 10. 	
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Mathematics Early Learning Goals

Number:

Children at the expected level of development will –

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Numerical Patterns:

Children at the expected level of development will –

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within number up to 10, including odds and evens, double facts and how quantities can be distributed equally.

Understanding the World: Past and Present, People Culture and Communities & The Natural World			<ul style="list-style-type: none"> • RE Oldham Agreed Syllabus Sessions • Theme Weeks • British Value half-termly themes/British Value mascot • Opportunities to be on the student council and eco team • Eggsploring – eggs and chicks. • Celebration of festivals • Special visitors such as Mrs Mahmood, Ms Brodie, The Owl Man, Fire Service, Police, Nurses. • Trip to Imagine That in Liverpool. • Walks around the local area – Derker. • Seasonal Walks • Nativity Songs • Participation in assemblies • Domestic Role Play • Themed Role Play – baby clinic, garden centre, space station, hospital, vet, dinosaur museum. • Forest School • Amazing Stephen • Planting seeds • Pumpkin potions • Butterfly sanctuary
Educational Programme: 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.			
Religious Education Oldham Agreed Syllabus 2020-2025 Religious Education sits firmly in the areas of Personal, Social and Emotional Development and Understanding the World. The RE Oldham Agreed Syllabus enables children to – <ul style="list-style-type: none"> • Develop a positive sense of themselves and others. • Learn how to form positive and respectful relationships. • Begin to understand and value the differences of individuals and groups within their own and immediate community. • Develop their emerging moral and cultural awareness. 	EYFS Religious Education Oldham Agreed Syllabus Key Questions: <ul style="list-style-type: none"> • Which stories are special and why? • Which people are special and why? • Which places are special and why? • Which times are special and why? • Where do we belong? • What is special about our world? 		
Autumn	Spring	Summer	
Some of the key knowledge and skills we will be working on in Understanding the World:			
<ul style="list-style-type: none"> * To find out about Autumn and Winter through first-hand experiences. * To begin to talk about past and present. * To find out about space through our topic. * To investigate objects and materials using all our senses. * To talk about my immediate family and family experiences. * To begin to look at maps and investigate maps. 	<ul style="list-style-type: none"> * To begin to talk about past and present. * To find out about growing through our topic. * To understand the changing seasons and make observations of the natural world. * To investigate objects and materials using all our senses. * To talk about my immediate family and family experiences. * To recognise that some people have different beliefs and celebrate special occasions in different ways. 	<ul style="list-style-type: none"> * To investigate objects and materials using all our senses. * To observe closely and ask questions about why things happen and how things work. * To select tools and techniques to assemble and join materials. * To find out about our environment and talk about it. * To find out about the past through our topic on Dinosaurs and to begin to differentiate between past and present, using time related words. 	

<p>* To become familiar with everyday technology and use I.C.T. to help us in our learning.</p>	<p>* To develop our learning with everyday technology and use I.C.T. to help us in our learning.</p>	<p>* To be able to talk about seasonal changes. * To talk about the lives of people around them and their roles in society. * To describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * To explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<ul style="list-style-type: none"> • Crime Scene Week • Careers Week
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Understanding the World Early Learning Goals

ELG Past and Present:

- I can talk about the lives of the people around them and their roles in society.
- I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.
- I understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG People Culture and Communities:

- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.
- I can 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.

ELG The Natural World:

- I can explore the natural world around them, making observations and drawing pictures of animals and plants.
- I know 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 understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design: Creating with Materials and Being Imaginative and Expressive			Key Learning Experiences, Opportunities and Strategies:
<p>Educational Programme: 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>			
Autumn	Spring	Summer	
<p>Some of the key knowledge and skills we will be working on in Expressive Arts and Design:</p>			
<ul style="list-style-type: none"> * To observe carefully and record our observations in different media. * To play imaginatively in our role play areas. * To enjoy joining in with singing and musical activities. * To be able to handle tools and equipment safely. * To be able to use art and dance to express my ideas and feelings. 	<ul style="list-style-type: none"> * To observe carefully and record our observations in different media. * To play imaginatively in our role play areas and develop storylines. * To enjoy joining in with singing and musical activities and name and use musical instruments correctly. * To be able to handle tools and equipment safely. * To be able to use art and dance to express my ideas and feelings. * To be able to use a variety of art techniques such as painting, printing, collage, observational drawing, bubble printing. 	<ul style="list-style-type: none"> * To know a variety of colours can be made using primary colours. * To continue to be able to handle tools and equipment safely. * To be able to select and use safely the correct resources to make our models and ideas. * To explore the different sounds of instruments. * To learn a selection of songs. * To observe carefully and record our observations in paint and other materials. * To play imaginatively in our role play areas. * To build on the art techniques taught and be able to choose which technique is needed for different projects. * To take part in Music sessions with Mrs Saville (Oldham Music Service). 	

Key Learning Experiences, Opportunities and Strategies:

- Focus artists each half term.
- Transient Art
- Mrs Saville (Oldham Music Centre)
- DRUHM
- Mrs Heaton (Music Lead) leading Music sessions.
- Craft Areas both inside and outside.
- Domestic Role Play
- Themed Role Play – baby clinic, garden centre, space station, hospital, vet, dinosaur museum.
- Access to musical instruments in provision
- Tune into Talking
- Hands and Voices
- Sign to Sing
- Malleable and Funky Finger Areas
- Amazing Stephen
- Class Art Sketchbook
- Dance and yoga sessions
- Hot Seating

Expressive Arts and Design Early Learning Goals

ELG Creating with Materials:

- I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- I can share my creations, explaining the process they have used.
- I can make use of props and materials when role playing characters in narratives and stories

ELG Being Imaginative and Expressive:

- I can invent, adapt and recount narratives and stories with my peers and my teacher.
- I can sing a range of well-known nursery rhymes and songs.
- I can perform songs, rhymes, poems and stories with others, and – when appropriate – I can try to move in time with music.

	Autumn		Spring		Summer	
	Artist	Skill	Artist	Skill	Artist	Skill
Nursery	Perle Fine	Drawing & Painting	Barbra Hepworth	3D Art (Modelling and Sculpting)	Henri Matisse	Collage
	Orla Kiely	Print			Children to focus on textiles towards the end of the term.	
Reception	Van Gogh	Drawing & Painting	Andy Goldsworthy	3D Art (Modelling and Sculpting)	Perle Fine	Collage
	Althea McNish	Print			Children to focus on textiles towards the end of the term.	