

Reception Curriculum Map: Knowledge and Skills Document 2025-2026

Communication and Language:	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space and the night time	Summer 1 Around the world	Summer 2 Life in the undergrowth
Content from Development Matters Guidance	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>					
Half termly focus/content LISTENING (Link to Self-Regulation)	<p>To understand why listening is important. To understand how to listen carefully using whole body listening. To respond to instructions/directions. To listen to, engage in and learn rhymes and songs. To learn new vocabulary. To engage in story times and follow a story, joining in with repeated phrases and actions. To understand sequence language (first, then, next).</p>		<p>To engage in non-fiction books. To understand how and why questions. To understand what good listening looks like and show whole-body listening. To understand humour. To follow spoken instructions with/without visual cues.</p>		<p>To have conversations with back and forth interactions. To give attention to what others say and respond appropriately. To understand complex words (first, last, maybe, above, in-between). To listen whilst engaged in another activity. To understand questions such as who, what, where, when, why and how.</p>	
SPEAKING	<p>To talk to their teacher and their other supporting adults. To talk in front of a small group. To answer questions in front of a whole class. To learn new vocabulary linked to their topic learning. To use new vocabulary through their learning and play. To begin to understand what good speaking looks like. To use non-verbal gestures. To retell a short, familiar story in the right order. To use talk in imaginative/role play. To ask questions to find out more.</p>		<p>To talk during carpet sessions and in group settings. To use sentence stems. To describe events with increasing detail. E.g using conjunctions (and or because). To develop social phrases. To use new vocabulary in a range of contexts. To ask questions to find out more and check they understand what has been said to them. To talk to solve problems or organise thinking. To use language to interact and negotiate with others. To ask relevant questions and make relevant comments.</p>		<p>To use most speech sounds correctly. To be mostly clear and understood by others. To learn new words frequently. To explain simple word meanings/ask what new words mean. To talk about how and why things happen, making use of recently introduced vocabulary. To use talk to organise, sequence, and clarify thinking, ideas, feelings, and events, with modelling and support from an adult. To use well-formed sentences To have conversations with back-and-forth interactions. To take turns in long conversations. To make up stories, songs, and rhymes.</p>	
End of Year Early Learning Goals (ELGs):	<p>Listening, Attention and Understanding 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p>					

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Personal, Social and Emotional Development	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space and the night time	Summer 1 Around the world	Summer 2 Life in the undergrowth
Objectives from Development Matters Guidance	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian</p>					
KAPOW Units of work Skills and knowledge is covered through each unit, as well as throughout the EYFS curriculum	<p><u>Building relationships: Special relationships:</u> Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences. <u>Self - Regulation: My feelings:</u> Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p><u>Managing-self: My wellbeing</u> Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.</p>	<p><u>Self- regulation: Listening and following instructions:</u> Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.</p>	<p><u>Building relationships: My family and friends</u> Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.</p>	<p><u>Managing self: Taking on challenges:</u> Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practising ‘grounding’ coping strategies.</p>	
End of Year Early Learning Goals (ELGs):	<p><u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>					

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Living Values:	<p><u>COOPERATION</u> Define cooperation using examples from stories and the children’s experiences. Provide activities that require cooperation and explore the statement: ‘Cooperation is working together with patience and affection.’</p>	<p><u>LOVE</u> Define love in light of the statements ‘Love is caring. Love is sharing.’ Provide opportunities for caring and sharing to be demonstrated and understood. Explore the lyrics of the song ‘The Magic Penny’.</p>	<p><u>RESPECT</u> Define respect in the exploration of: ‘Respect is listening to others. Respect is treating others nicely.’ Explore how it feels when someone doesn’t listen or treat us nicely. What does it look like when they do? Provide role play opportunities.</p>	<p><u>SIMPLICITY</u> Define simplicity using the statements: ‘Simplicity is natural. Simplicity is beautiful.’ Search for examples in our immediate environment. Provide opportunities for quiet reflection.</p>	<p><u>HAPPINESS</u> Define happiness in light of the statement: ‘Happiness is having fun with my friends.’ Consider how this happiness makes others feel as well as ourselves. Should we be happy if we are making others unhappy?</p>	<p><u>TOLERANCE</u> Reflect on the values we have explored this year to enable us to understand tolerance, especially with reference to the statement: ‘Tolerance is accepting others and appreciating differences.’ Share stories that celebrate diversity.</p>
	<p><u>UNITY</u> Define unity by exploring the statement: ‘Unity is working together with a shared goal.’ Reflect on moments when we all work together, e.g. earning a class reward. How does unity make us feel?</p>	<p><u>PEACE</u> Define peace by reflecting on the statement: ‘Peace is quiet inside.’ Provide opportunities for the children to achieve a sense of stillness and consider how it feels to be quiet inside.</p>	<p><u>RESPONSIBILITY</u> Define responsibility by exploring how we take care of our learning environment. Create jobs for the children to take responsibility for. Is it only the responsibility of the person who has the job or can we help each other?</p>	<p><u>HUMILITY</u> Define humility by exploring turn taking. Initiate games for the children to play that enable them to develop their skills. How do we feel on the inside when we have to wait?</p>	<p><u>HONESTY</u> Define honesty in relation to the statement: ‘Honesty is telling what really happened.’ Consider if this is the same as telling tales and when tales need to be told. Develop an ‘honesty box’.</p>	<p><u>TOLERANCE/FREEDOM</u> Reflect on the values we have explored this year to enable us to understand tolerance, especially with reference to the statement: ‘Tolerance is accepting others and appreciating differences.’ Share stories that celebrate diversity.</p>

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Physical Development GROSS MOTOR SKILLS FINE MOTOR SKILLS	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space and the night time	Summer 1 Around the world	Summer 2 Life in the undergrowth
Objectives from Development Matters Guidance	<p>Physical Development</p> <p>Revise and refine the fundamental movement skills they have already acquired: Tolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate, and efficient</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p>					
PE	<p>Indoor PE: Movement: jumping, walking, jogging, running, tiptoeing, freezing, hopping, balancing, marching, travelling at different speeds, travelling forwards and backwards</p> <p>Outdoor PE: Movement and Travelling</p>	<p>Indoor PE: Movement: galloping and jumping, exploring animal travelling movements</p> <p>Object Control: throwing, dribbling, catching, racket control, rolling balls</p> <p>Outdoor PE: Object Control</p>	<p>Indoor PE: Body Awareness: changing directions, finding space, looking, moving, changing direction, using eye contact, and working with others</p> <p>Dancing linked to Toys.</p> <p>Outdoor PE: Balance</p>	<p>Indoor PE: Stability: balancing (when moving forwards, backwards and sideways on a 'tightrope'), balancing objects on head, moving with both hands and feet on the floor (crab and caterpillar), bear crawling, creative balance in freeze position (4point, 3-point, 2 point, 1 point balances), balancing in different positions</p> <p>Swimming</p> <p>Outdoor PE: Stability</p>	<p>Indoor PE: Swimming</p> <p>Outdoor PE: Attacking</p>	<p>Indoor PE: A4L</p> <p>Outdoor PE: Introduction to Athletics</p>
End of Year Early Learning Goals (ELGs):	<p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>					

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Literacy	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space and the night time	Summer 1 Around the world	Summer 2 Life in the undergrowth
Objectives from Development Matters Guidance	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>					
Word Reading Little Wandle Phonics Scheme	<p>Phase 1 Revision</p> <p>Phase 2 GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Tricky words: is, I, the</p>	<p>Phase 2: GPCs: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p>words with s /s/ added at the end (hats sits)</p> <p>words ending with s /z/ (his)</p> <p>words with s /z/ added at the end (bags)</p>	<p>Phase 3 GPCs: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Tricky words: was, you, they, my, by, all, are, sure, pure</p>	<p>Phase 3 GPCs: Review all taught so far</p> <p>words with double letters: dd, mm, tt, bb, rr, gg, pp and ff</p> <p>words with two or more digraphs</p> <p>words ending in -ing</p> <p>compound words</p> <p>words with s in the middle /z/ s</p> <p>words ending -s</p> <p>words with -es at the end /z/</p>	<p>Phase 4: Review all graphemes</p> <p>Short vowels with adjacent consonants</p> <p>Tricky words: said so have like some come love do were here little</p> <p>says there when what one out today</p>	<p>Review all graphemes</p> <p>Long vowel graphemes with adjacent consonants</p> <p>Tricky words: Review all taught so far</p> <p>Short vowel CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Compound words</p> <p>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ - est, -ed /d/</p> <p>Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC</p> <p>Phase 4 words ending -s /s/, -s /z/, -es</p>
End of Year Early Learning Goals (ELGs): Literacy	<p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>			<p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		
Texts	<p>Texts:</p> <p>The Colour Monster Starts School</p> <p>We all belong!</p> <p>In every house, on every street</p> <p>Who are you?</p> <p>A Place called HOME</p> <p>A superhero like me!</p> <p>This is how we keep healthy</p> <p>Winnie and the enormous pumpkin</p>	<p>Texts:</p> <p>Three Little Pigs</p> <p>The Little Red Hen</p> <p>Billy Goats Gruff</p> <p>Dear Santa</p> <p>The Gingerbread Man</p>	<p>Texts:</p> <p>Once there were giants</p> <p>Toys in the past</p> <p>Peepo</p> <p>Lost in the toy museum</p>	<p>Texts:</p> <p>Here we are</p> <p>Look up!</p> <p>My pet star</p> <p>Man on the moon</p> <p>It was a cold, dark night</p> <p>Aliens Love Underpants</p>	<p>Texts:</p> <p>Linked to 'All around the world' topic</p> <p>All about camels</p> <p>Little Panda with blue feet</p> <p>Dreamy Antarctica/Jonty</p> <p>Gentoo</p>	<p>Texts:</p> <p>Nature Trail</p> <p>The Very Hungry</p> <p>Snail Trail</p> <p>Are You a Bee?</p> <p>The very busy spider</p>
Opportunities for Writing Practice:	<p>Oral composition/rehearsal</p> <p>Fine motor skills activities (Funky Finger sessions)</p> <p>Mark making in continuous provision</p>	<p>Oral composition/rehearsal</p> <p>Mark making/letter writing in continuous provision</p> <p>CVC word writing linked to Phonics Lessons</p>	<p>Oral composition/rehearsal linked to favourite toy/Lost in the toy museum</p> <p>Oral composition linked to recounts, questions, facts and</p>	<p>Oral composition/rehearsal linked to My Pet Star, Aliens, facts about planets and rocket designing/making/evaluating</p> <p>List writing for astronauts</p> <p>Labels for rocket design</p>	<p>Oral composition/rehearsal linked to topic, instructions and going on holiday</p> <p>Handwriting sessions continued</p>	<p>Oral composition/rehearsal linked to invertebrates</p> <p>Handwriting sessions continued</p> <p>Mark making/writing in continuous provision</p>

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	<p>Phonics Letter formation during lessons</p> <p>Transcription lessons focusing on pencil trip, writing left to right, different types of mark making and letter formation linked to phonics taught</p> <p>Tracing, copying, and forming different types of marks, including name</p> <p>Name writing</p> <p>Writing labels/words as initial sounds (Focus tasks and in continuous provision)</p>	<p>Explicit handwriting sessions (3 per week) following family of letters progression</p> <p>Story maps: Pictures and initial sounds</p> <p>Transcription sessions focusing on pencil grip, letter formation and use of sounds to write words that match phonics knowledge, 'holding' a word, (Little Red Hen)</p> <p>List writing Santa letter</p>	<p>including past, present, and future tenses</p> <p>Transcription sessions focusing on use of finger spaces and word writing</p> <p>Handwriting sessions continued</p> <p>Mark making/writing in continuous provision</p> <p>List writing</p>	<p>Transcription sessions focusing on use of finger spaces, using sounds, full stops, and some capital letters.</p> <p>Supported writing linked to nocturnal animals</p> <p>Handwriting sessions continued</p> <p>Mark making/writing in continuous provision</p>	<p>Mark making/writing in continuous provision</p> <p>Transcription sessions focusing on use of finger spaces, using sounds, full stops, and some capital letters (words/phrases/simple sentence)</p> <p>Supported writing linked to animals from focus countries</p> <p>List making for a holiday</p> <p>Postcards</p>	<p>Transcription sessions focusing on use of finger spaces, using sounds, full stops, and some capital letters (words/phrases/simple sentence)</p> <p>Supported writing linked to invertebrates, riddles, and facts.</p>
<p>End of Year Early Learning Goals (ELGs):</p>	<p>Writing: 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.</p>					

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Mathematics	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space and the night time	Summer 1 Around the world	Summer 2 Life in the undergrowth
Objectives from Development Matters Guidance	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>					
NCETM Mastering Number	Settling in/Getting to know/Transition/Reception Baseline Assessments	<p><u>1: Subitising</u> Subitising within 3 (Lesson 4 next week)</p> <p><u>2: Counting, ordinality and Cardinality</u> Focus on counting skills</p> <p><u>3: Composition</u> Focus on how all numbers are made of 1s</p> <p>Focus on composition of 3 and</p> <p><u>4: Subitising</u> Subitise objects and sounds</p> <p><u>5: Comparison</u> <u>Comparison of sets - 'just by looking'</u> Use the language of comparison: more than and fewer than</p> <p><u>6: Counting, ordinality and Cardinality</u> Focus on counting skills</p> <p>Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p>	<p>7: Comparison Comparison of sets - by matching</p> <p>Use the language of comparison: more than, fewer than, an equal number</p> <p>8: Composition Explore the concept of 'whole' and 'part'</p> <p>9: Composition Focus on the composition of 3, 4 and 5</p> <p>10: Counting, ordinality and Cardinality Practise object counting skills</p> <p>Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p> <p>11: Subitising Subitise within 5 focusing on die patterns</p> <p>Match numerals to quantities within 5</p>	<p>12: Counting, ordinality and Cardinality Counting – focus on ordinality and the 'staircase' pattern</p> <p>See that each number is one more than the previous number</p> <p>13: Composition Focus on 5</p> <p>14: Composition Focus on 6 and 7 as '5 and a bit'</p> <p>15: Composition Compare sets and use language of comparison: more than, fewer than, an equal number to</p> <p>Make unequal sets equal</p> <p>16: Counting, ordinality and Cardinality Focus on the 'staircase' pattern and ordering numbers</p>	<p>17: Comparison Focus on ordering of numbers to 8</p> <p>Use language of less than</p> <p>18: Composition Focus on 7</p> <p>19: Composition Doubles – explore how some numbers can be made with 2 equal parts</p> <p>20: Composition Sorting numbers according to attributes - odd and even numbers</p> <p>21: Counting, ordinality and Cardinality Counting – larger sets and things that cannot be seen</p> <p>22: Subitising Subitising – to 6, including in structured arrangements</p> <p>23: Composition Composition – '5 and a bit'</p>	<p>24: Composition Composition - of 10</p> <p>25: Comparison Comparison – linked to ordinality</p> <p>Play track games</p> <p>26: Subitising Subitise to 5</p> <p>Introduce the rekenrek</p>

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White Rose Scheme/Development Matters	<p><u>Measures:</u> Compare size, mass and capacity</p> <p><u>Patterns:</u> Explore simple patterns. Copy and continue simple patterns</p>	<p><u>Shape:</u> Identify and name circles and triangles</p> <p>Compare circles and triangles</p> <p>Shapes in the environment</p> <p>Describe position</p>	<p><u>Shape:</u> Identify and name some shapes with 4 sides</p> <p>Combine shapes with 4 sides</p> <p>Shapes in the environment</p> <p>Copy 2-D shape pictures</p>	<p><u>Measures:</u> Explore and compare length and height</p> <p>Talk about time</p> <p>Order and sequence time</p>	<p><u>Shape:</u> Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes</p> <p>Select shapes for a purpose.</p> <p>Rotate/Manipulate shapes.</p> <p>Compose and Decompose shapes</p>	<p><u>Patterns:</u> Identify more complex patterns. Copy and continue patterns. Identify units of repeating patterns</p> <p>Create own pattern rules</p> <p>Explore own pattern rules</p> <p>Describe positions</p> <p>Give instructions to build</p>
End of Year Early Learning Goals (ELGs):	<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p> <p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					

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Understanding the World	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space and the night time	Summer 1 Around the world	Summer 2 Life in the undergrowth
Objectives from Development Matters Guidance	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>					
Past and Present People. Cultures and communities	<p>At the start of their Sheen Mount journey, children explore what it means to be themselves and be part of a school, class, family, and wider community. They share information about their own family and find out about other families too. They learn more about their school, school and class life, and their local area. They explore similarities and differences and think about people in their lives that are important/special. They find out the role of people in society that help us, such as doctors, vets, police, and learn about keeping healthy and how to celebrate their uniqueness. <u>Festivals:</u> Harvest Diwali</p>	<p>Children explore and immerse themselves in well-known traditional tales and use their communication and imagination to retell these stories in different ways. They are encouraged to describe their likes and dislikes and note similarities and differences between different characters and communities, through these stories. They look at how people celebrate Christmas around the world and reflect on their own traditions and celebrations. <u>Festivals:</u> Bonfire Night Hanukkah Christmas</p>	<p>Children develop their understanding of the past by firstly thinking about personal events in their memory and exploring a timeline. They think about how they have changed since they were a baby. They understand that someone's age is the time since they were born. They learn about the past and present and how toys have changed, looking at 2-3 generations of toys. They explore how children played in the past, looking at toys and games. They compare photos of the past and present and make observations and comparisons. They compare how toys move and work, focusing on forces. <u>Festivals:</u> Lunar New Year/Chinese New Year</p>	<p>Children explore what they can see, hear and feel in the night sky and link this to space. They learn about the sun, moon, stars, and planets, looking at similarities and differences with planet Earth. They explore the job of an astronaut, and key figures in space exploration, and design and make their own rockets. They also learn about the night and day, nocturnal animals and night time jobs. <u>Festivals:</u> Easter</p>	<p>Children start by learning about how people travel and why, countries and continents using a world map and learn about the country they live in. They learn about similarities and differences between life in this country and that of other places like Egypt, China, and Antarctica. They explore and contrast the climate and the physical features of different places and learn about landmarks. Children further learn about customs and traditions in different cultures, exploring languages, food, stories, and indigenous people and their ways of life. They also learn about looking after and caring for the world. <u>Festivals:</u> Eid</p>	<p>Children learn about the difference between living and non-living matter, finding out about a range of animals/invertebrates and plants and their life cycles. They learn about the importance of caring for living things and the environment. They develop their skills of observation and description in talking about similarities and differences. They learn about sun safety. <u>Festivals:</u> Pride Month</p>

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<p style="text-align: center;">The Natural world</p> <p style="text-align: center;"><i>Science and Geography</i></p>	<p>To talk about a simple map and draw information from it. To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Autumn. <u>Knowledge:</u> Know the importance of good health, physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Learn about the life cycle of a pumpkin. Learn about signs of Autumn. <u>Skills:</u> Answer ‘how’ and ‘why’ questions about their experiences and in response to events. Explore the pumpkins and plants and make observations. Explore and use a simple map. <u>Key activities/events:</u> Using a map of playground to go on a treasure hunt. Autumn walk to Sheen common looking for signs of autumn. Observing familiar plants. Learning about pumpkins and making pumpkin soup.</p>	<p>To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Winter. <u>Knowledge:</u> Learn about signs of Winter. Recognise changes in plants & associate them with seasonal changes. Bridges and structures <u>Skills:</u> Carry out a comparative test with support & draw a simple conclusion. Investigate floating & sinking - predict which objects will float/sink. Name materials & associate different materials with floating or sinking. <u>Key activities/events:</u> Test materials for waterproofing.</p>	<p>To identify and recognise the features of Winter. To make observations and compare. To understand how things work and move, linked to forces. <u>Knowledge:</u> Learn about different types of toys and how they move. Explore pushes and pulls Learn about materials and their suitability to different toys. They continue to learn about signs of Winter and the impact on animals. <u>Skills:</u> Make observations and comparisons. Investigate movement. <u>Key activities/events:</u> Test a range of toys and explore forces TAPs Toy Forces</p>	<p>To understand the process of freezing and melting. To identify and recognise the features of Spring. <u>Knowledge:</u> Learn about the planets of the solar system and name some features. Know the role of an astronaut. Learn about night and day, as well as nocturnal animals and night time jobs. Learn about spring and the impact animals and plant <u>Skills:</u> Answer ‘how’ and ‘why’ questions about their experiences and in response to events. Make predictions based on their own experiences. <u>Key activities/events:</u> Space topic. Learn about rockets & ISS. Name the planets. Make rockets & planets. Sorting nocturnal and not nocturnal animals. Night time jobs. Signs of Spring. TAPs Frozen Balloons</p>	<p>To know there are many countries around the world. To know that simple symbols are used on a map. To know about the features of the world – forests, rainforests, jungles, deserts and oceans. To describe what they can see, hear, smell and feel when they are outside. To identify and recognise the features of Spring/Summer. <u>Knowledge:</u> Talk about similarities and differences between countries (language, food, climate, culture) Learn about animals and adaptation. Explore signs of Spring/Summer. Recognise changes in plants & associate them with seasonal changes. Learn how to look after their environment and world. <u>Skills:</u> make predictions and comparisons based on their own experiences. <u>Key activities/events:</u> Compare and contrast different world locations. Spring walk to Sheen common looking for signs of spring and summer Forest schools , exploring plants and animals in the environment</p>	<p>To identify the features of a Invertebrates/woodland and identify the animals that live there. To know and compare habitats. To identify and recognise the features of Summer. To describe what they can see, hear, smell and feel when they are outside. <u>Knowledge:</u> Name a range of vertebrates & invertebrates. Recognise changes in plants & associate them with seasonal changes. Sun safety. <u>Skills:</u> Classify animals according to their characteristics. <u>Key activities/events:</u> ‘Life in the undergrowth’ topic - explore & classify vertebrates & invertebrates. Learn about habitats. Forest schools. TAPs Spider Shelter</p>
<p>End of Year Early Learning Goals (ELGs):</p>	<p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

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Expressive Arts and Design	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space	Summer 1 Around the world	Summer 2 Life in the undergrowth
Objectives from Development Matters Guidance	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>					
Creating with materials <i>Art and DT</i> <i>(KAPOW units of work are used for lesson ideas and continuous provision activities)</i>	<p>Drawing: Children learn to use a range of mediums to mark make. They learn to use shape, patterns and colours to sketch a picture of themselves. They discuss similarities and differences between faces and skin colour, examine their own face in mirror and sketch their face Children also explore colours to paint a self-portrait. <i>(In Art books)</i></p> <p>Painting: Children explore primary colours and name a range of colours. They begin to experiment with colour mixing. They use finger painting and appropriate sized paint brushes. Children apply their understanding of colours to their work on Autumn and explore matching colours to leaves found on our Autumn walk. <i>(In Art books)</i></p> <p>DT Food Technology: Children learn to use tools to peel, cut and chop pumpkins to help make pumpkin soup, using the story of Winnie and the enormous pumpkin as inspiration. They take part in a 'Pumpkin Day'.</p> <p>DT Structures/Joining: Children make a bridge for the three Billy Goats Gruff, test their design and then evaluate it.</p> <p>Cooking opportunities: Soup, gingerbread biscuits</p>		<p>Drawing: Children learn to use shape, patterns and textures to make observations and sketch different toys. They use appropriate coloured pencils to colour in their sketches. They also use a range of mark making tools to create work linked to space and night time.</p> <p>Textiles /Printing: Children make patterns using a number of different printing objects. They link this to patterns in space. <i>(In Art books)</i></p> <p>DT Structures/Joining: Children explore different junk modelling resources to design and make a puppet/rocket linked to their toys and space topic. <i>(In Art books)</i></p> <p>Painting: Children paint to music and work collaboratively to create work linked to space and their feelings.</p> <p>Cooking opportunities: Sandwiches/scones, Easter biscuits/nests</p>		<p>DT Food Technology: With cultures and traditions in mind, children learn how to make Egyptian flatbread, using different cooking techniques.</p> <p>Painting: Children develop their painting skills by exploring finger painting, natural paint brushes using objects found in nature, paint to music and paint on natural objects such as stones. Children work collaboratively to create a large group painting inspired by nature.</p> <p>Collaging: Children develop cutting and joining skills. They create transient art pictures and landscape collages using different materials. They talk about insects and make their own picture inspired by Henri Matisse's 'Snail'. They create a collage linked to seasons. <i>(In Art books)</i></p> <p>Sculpting: Children explore playdough and clay to develop sculpting and modelling skills. They design an invertebrate before making it and finally painting it. Children also explore landscape, transient art. <i>(In Art books)</i></p> <p>DT Structures/Joining: Children design, make, perform and evaluate a musical instrument.</p> <p>Cooking opportunities: Flatbread, hummus, apples linked to forest schools</p>	
End of Year Early Learning Goals (ELGs): Creating with Materials	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>					

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<p>Being imaginative and expressive</p> <p><i>Drama/Dance/Music</i></p>	<p><u>Singing and Performing:</u> To use costumes, songs and resources to act out different traditional stories. To join in with singing songs which are linked to topics, phonics, and celebrations. To learn songs that are repetitive, cumulative and use simple melodies and actions. To use voices expressively and creatively. To perform and join in with nursery rhymes and familiar songs.</p> <p><u>Listening:</u> To listen to music attentively. To talk about whether they like/dislike a piece of music.</p> <p><u>Composing/Instruments:</u> To create sounds with bodies, clap rhythmic patterns. To explore objects and natural resources for their sound making possibilities E.g: wooden spoons.</p>	<p><i>Continue to build on Autumn term objectives.</i></p> <p><u>Singing and Performing:</u> To move in time to music and learn dance routines linked to topics and celebrations.</p> <p><u>Listening:</u> To listen to music and draw pictures. To listen to music from diverse periods, genres and backgrounds.</p> <p><u>Composing/Instruments:</u> To experiment with different instruments and their sounds. To explore music, dance and instruments related to different cultures, countries, celebrations and the understanding the world topics. To begin to experiment and learn how to use different instruments. To make musical instruments using junk modelling.</p>	<p><i>Continue to build on Autumn and Spring term objectives.</i></p> <p><u>Singing and Performing:</u> To perform songs, poems, plays.</p> <p><u>Listening:</u> To listen to music from diverse periods, genres and backgrounds.</p> <p><u>Composing/Instruments:</u> To use instruments with confidence, tuned and untuned. To create simple musical compositions using different instruments in a small group. To draw pictures to represent sounds/music they are making.</p>
<p>End of Year Early Learning Goals (ELGs):</p>	<p>Being Imaginative and Expressive Invent Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		