

Year R Yearly Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Settling in Beware of the Bears	Let's Celebrate	Winter/ Marvelous me	Transport	Around the world	Telling a Tale
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks.	7 weeks
Books for Topic	We're going on a bear hunt My friend Bear Goldilocks and the three bears Boogie bear Information books Oi Frog- Literacy Leaves	Poppies- Cbeebies animation-JC Diwali Story-Rama and Sita Hanukkah bear Is it Sukkot yet? The Jolly Christmas Postman Christmas Story The Magic Paintbrush- Literacy Leaves	First Explorers-Snowy Animal (Non-fiction text) Funny Bones We're All Wonders-lit shed Marvellous Me A super Hero like you Non-fiction books about occupations. Super Milly and the Super school day- Literacy Leaves	The Hundred Decker Bus The Lost Property Office Mr Gumpy's Outing Mighty Mighty construction site The digger and the flower Easter Story Look up!-Literacy Leaves	Handa's Surprise JC The Snail and the Whale Here we are Coming to England The World around me Bringing the rain to Kapiti Plain- Literacy Leaves	Jack and the Jelly-JC Beanstalk The Gingerbread Man Little Red Riding Hood Three Billy Goats Gruff Little Red Hen The Tiny Seed- Literacy Leaves
	Nursery/Reception	Reception	Reception	Early Learning Goals	Early Learning Goals	Early Learning Goals
Communication And Language	Developing and using Social phrases to initiate play and to express their wants and needs. Using words instead of actions to air their frustrations. Learn new vocabulary that is introduced by Little Red. Chn to explore the Jane Considine lenses, being word collectors throughout the continuous provision. Focus on topic language,	Becoming more familiar with the new vocabulary they are being introduced to, children to use the vocabulary during their play and learning. Can they remember the words and their meanings? Exploring the different tenses through stories, events and routines. Describing events in detail. Can the children add detail when talking about	Children to share their knowledge of winter, joining in with discussions and talking about the resources on our 'invitation to play' stations. Talking about ourselves, likes, dislikes, future aspirations and how are bodies work. Can the children articulate their ideas and thoughts in well-formed sentences? Do they answer to open questions in a full	Offer explanations for why things may happen How do different types of vehicles work? Why have the vehicles changed over the years? What will vehicles look like in the future? Do the children make use of the new topic related vocabulary when offering explanations?	Learn to express ideas and feelings about experiences using full sentences. Can the children talk about the different countries and cultures, using their own experiences or story books to help them? Children to engage in 'invitation to play' experiences and group work based on our focus books. Children to use their language and	Children to tell their own stories based on their deep familiarity with texts. Using introduced vocabulary and understanding of story structure. Can the children work together to add narratives to their play? Taking part in whole class learning and discussions, being confident to share ideas, thoughts and

	<p>our feelings and habitats.</p> <p>Understanding how and why we listen.</p> <p>Developing focus and participation during carpet sessions including phonics, maths and story time.</p> <p>Able to remain focussed and engaged in small group activities and 1:1 tasks.</p> <p>Learning and joining in rhymes. Can they spot the rhyming words in the songs?</p> <p>Explore a range of texts including non-fiction during our topic. Can the spot the difference between fiction and non-fiction. Which books do they prefer?</p>	<p>their own experiences of Christmas, Bonfire night and how they may be different to this year?</p> <p>Children to demonstrate good listening skills by asking questions to find out more and to check their understanding.</p> <p>Can the children add to carpet sessions by asking questions about the religions and the religious events?</p> <p>Are they able to ask for clarification when given a learning challenge?</p> <p>Listening carefully to stories, developing strategies to support active listening.</p> <p>After becoming familiar with a story can they retell the it?</p> <p>Rama and Sita and the Nativity.</p> <p>Can the children use props and resources to retell the story?</p>	<p>sentence? Look at restructuring sentences to make them 'even better'.</p> <p>Finding out 'more'. Build on the children's current knowledge of ourselves and occupations by looking at non-fiction texts. Can the children deepen their understanding of knowledge and the vocabulary based on what they have seen and heard?</p> <p>Responding to others. Model the skills of a discussion or conversation. Listening carefully to the other person and responding in an appropriate way.</p> <p>Can the children add more detail to what has already has been said or offer a different view point?</p> <p>Teach children how to 'think out loud' and share ideas to solve problems.</p>	<p>Children to remain focused during child-led learning demonstrating the ability to remain on task with distractions around them. Encourage children to slow down on less favoured tasks, building up detail and stamina.</p> <p>Sharing past experiences with the class. Do the children use the correct tense?</p> <p>Children follow instructions involving several instructions and actions – Simon Says.</p>	<p>communication skills to participate in the focused discussions.</p> <p>To make connections between stories and real life. Understanding the that stories can be based on real life scenarios or from make believe. Can the children make comments about what they have heard and ask questions to clarify their understanding?</p> <p>Children to enjoy conversations with their peers and adults, engaging in back and forth exchanges.</p> <p>To be able to use non-fiction texts to support their learning, demonstrating familiarity with the features and functions.</p> <p>Children can listen in larger groups – assemblies, children will be going to collective worship.</p>	<p>vocabulary.</p> <p>Looking at traditional tales.</p> <p>Children can follow a story/discussion/carpet time and can complete the follow up activities.</p> <p>After listening to stories, children can express views about events or characters in the story and answer questions about why things happened.</p> <p>Children listen attentively to a story with sustained concentration without the use of props or pictures.</p> <p>Children to continue to participate in collective worship-</p>
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<p>Physical Development</p>	<p>During the PE Hub gymnastics lessons the children will be: -Developing confidence in fundamental movements. -Experiencing jumping, sliding, rolling, moving over, under and on apparatus. -Developing coordination and gross motor skills.</p> <p>Children to jump in a range of ways and land safely. Learning and using the shapes-Tuck, straight, star.</p> <p>Children to apply their gymnastics skills in order to create and follow a route for 'we're going on a Bear hunt'</p> <p>Self-help skills- children attend to their basic hygiene needs including handwashing, toileting, snack.</p> <p>Children to use knives, forks and spoons to successfully eat their meals.</p> <p>Children to Competently and safely use pencils for drawing and writing.</p>	<p>During the PE Hub Dance lessons, the children will be: -Counting and moving to beats of 8. -Copy and repeat movement patterns. -Work as an individual, in partners and as a group.</p> <p>Children to develop their gross motor skills by dancing with ribbons-making circular motions. Can the children adjust the size and speed of the movements to represent different fireworks?</p> <p>Learning to move with style and grace when learning an Indian dance.</p> <p>Know and talk about safety when using fire/light resources-Candles being lit for religious or personal use (parents), fire work displays, open fires, sparklers, lighters etc.</p> <p>Safely and competently use scissors to create art and craft work such as lanterns, paper chains, Christmas lists etc.</p>	<p>During the PE Hub Manipulation and coordination lessons, the children will be: -Sending and receiving a variety of objects with different body parts. -Working with others to control objects in space. -Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p>Through our topic work looking at ourselves and professions, focus on the importance of oral health-linking to dentists and 'being a safe pedestrian' linking to crossing patrol and police.</p> <p>When sitting at a table can the children place their feet on the floor and sit comfortably in the chair? Can the children sit with their legs crossed on the carpet?</p> <p>Children to know and talk about having a 'sensible' amount of screen time and the need for regular physical</p>	<p>During the PE Hub Body Management lessons, the children will be: -Exploring a variety of rolling, sliding and slithering movements. -Jumping using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations. -Participating in a variety of small group co-operative activities.</p> <p>Children to demonstrate strength, balance and coordination when creating and following a route for 'we're going on a Dino hunt' Have the children developed and refined their skills since the first version in Autumn 1?</p> <p>Children to know and talk about the need to eat a healthy diet and to have a good sleep routine.</p> <p>Children to engage in handwriting activities, using a pincer grip and forming some letters accurately.</p> <p>Children to</p>	<p>During the PE Hub Speed agility travel lessons, the children will be: -Travelling with some control and coordination. -Changing direction at speed through both choice and instructions. -Performing actions demonstrating changes in speed. -Stop, start, pause, prepare for and anticipate movement in a variety of situations.</p> <p>Children creating their own obstacle courses in the outdoor provision.</p> <p>Playing running and chasing games, avoiding obstacles and changing directions.</p> <p>Holding writing and drawing implements to carefully draw pictures. Can children add finer details to their drawings?</p> <p>Handwriting practice-accurate formation with ladder and curly caterpillar letters.</p> <p>Children to know and talk about the need to</p>	<p>During the PE Hub Cooperate and Solve Problems lessons, the children will be: -Organising and matching various items, images, colours and symbols. -Working with a partner to listen, share ideas, question and choose. -Collecting, distinguishing and differentiating colours and creating shapes as a team. -Moving confidently and cooperatively in space. -Travelling in a range of ways.</p> <p>Creating their own games. Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Children to use tools and techniques to help them in constructing structures including houses, bridges and beanstalks.</p> <p>Handwriting practice-accurate formation</p>
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	Children to use scissors correctly to snip and cut straight lines. E-Safety- Use screens with adults.	Letter formation with name cards and in handwriting	activity. Link to children's interests and hobbies through the topic 'Marvelous Me'	competently, safely and confidently use a range of mark marking and craft tools. Children to use available tools to create 3D models.	stay safe online.	with One-armed robot, zig zag letters Children to know and talk about the importance of water safety.
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Personal, Social and Emotional Development	Reconnecting with friends after the six week break, exploring new friendships. Do the children accept others into their friendship circle?	Look at safety and rules around fireworks, bonfires and candles. Engaging in a discussion about Bonfire night. Do they like fireworks? Where do they prefer to watch them?	Marvelous Me- Children learn about themselves as individuals can talk about what makes them special. Looking at what we can do well and what we could continue practicing.	Looking back at last half term, can the children show a 'can do' attitude, working towards targets? Children to work on our 'star' challenges- demonstrating a sense of pride and accomplishment when the task is completed.	Looking at how the people are different from each other, children to have an understanding that people are all different and have their own personalities and viewpoints. Do we all look and behave the same? What would the world be like if everyone was the same? Reflect on the learning from the Marvellous me unit, that we as individuals are special. Develop it further to thinking about the perspective of others.	Using the moral messages in traditional tales, children to explain the reasons for rules. Looking at character traits and key events in the stories, can the children talk about the 'right and wrong' actions and words? How could the characters of behaved differently to make the 'right' choice? Children to link their opinions with their own experiences.
	Engaging with other children through child-led activities.	Children to begin to understand that people have different opinions to them.	Promote growth mind-sets and link to 'brave' writing. How can we improve our skills?	Children applying their learning to their self-chosen activities and play. Children to be encouraged to engage in maths and literacy opportunities in their play e.g. creating a map with directions Children becoming increasingly independent in accessing and using support aids such as sound mats, displays and peer support in order to complete tasks.	Can we see why some children like quiet activities and not wanting to learn in a 'loud' environment? Some children like to play in a group and some on their own etc.	Children to give focussed attention during carpet times and group work. Children to be able to recall key information and learning in order to complete tasks or show their understanding. Children to work together to retell the stories. Can they work collaboratively to arrange props and roles? Did they listen to
	Noticing when a peer needs a friend and someone to play with.	Learning about Remembrance Sunday.	Children to learn the importance of trying new things including food, activities, hobbies etc.	Children to be encouraged to engage in maths and literacy opportunities in their play e.g. creating a map with directions Children becoming increasingly independent in accessing and using support aids such as sound mats, displays and peer support in order to complete tasks.	Can we see why some children like quiet activities and not wanting to learn in a 'loud' environment? Some children like to play in a group and some on their own etc.	Children to give focussed attention during carpet times and group work. Children to be able to recall key information and learning in order to complete tasks or show their understanding. Children to work together to retell the stories. Can they work collaboratively to arrange props and roles? Did they listen to
	Expressing their feelings to adults and communicating their wants and needs.	What is war? Can people solve differences without fighting? How could we solve our disagreements?	Children to learn the importance of trying new things including food, activities, hobbies etc.	Children to be encouraged to engage in maths and literacy opportunities in their play e.g. creating a map with directions Children becoming increasingly independent in accessing and using support aids such as sound mats, displays and peer support in order to complete tasks.	Can we see why some children like quiet activities and not wanting to learn in a 'loud' environment? Some children like to play in a group and some on their own etc.	Children to give focussed attention during carpet times and group work. Children to be able to recall key information and learning in order to complete tasks or show their understanding. Children to work together to retell the stories. Can they work collaboratively to arrange props and roles? Did they listen to
	Initiate play with others.	Observe and teach children to moderate their feelings and to think about the perspective of others.	Children to learn the importance of trying new things including food, activities, hobbies etc.	Children to be encouraged to engage in maths and literacy opportunities in their play e.g. creating a map with directions Children becoming increasingly independent in accessing and using support aids such as sound mats, displays and peer support in order to complete tasks.	Can we see why some children like quiet activities and not wanting to learn in a 'loud' environment? Some children like to play in a group and some on their own etc.	Children to give focussed attention during carpet times and group work. Children to be able to recall key information and learning in order to complete tasks or show their understanding. Children to work together to retell the stories. Can they work collaboratively to arrange props and roles? Did they listen to
	Building up an awareness of the individual needs within the class and recognising when a peer may need some support or space.	Show scenarios to children based on Rama and Sita and discuss how things can be resolved.	Children to learn the importance of trying new things including food, activities, hobbies etc.	Children to be encouraged to engage in maths and literacy opportunities in their play e.g. creating a map with directions Children becoming increasingly independent in accessing and using support aids such as sound mats, displays and peer support in order to complete tasks.	Can we see why some children like quiet activities and not wanting to learn in a 'loud' environment? Some children like to play in a group and some on their own etc.	Children to give focussed attention during carpet times and group work. Children to be able to recall key information and learning in order to complete tasks or show their understanding. Children to work together to retell the stories. Can they work collaboratively to arrange props and roles? Did they listen to
	Getting to know the adults within the class		Children to learn the importance of trying new things including food, activities, hobbies etc.	Children to be encouraged to engage in maths and literacy opportunities in their play e.g. creating a map with directions Children becoming increasingly independent in accessing and using support aids such as sound mats, displays and peer support in order to complete tasks.	Can we see why some children like quiet activities and not wanting to learn in a 'loud' environment? Some children like to play in a group and some on their own etc.	Children to give focussed attention during carpet times and group work. Children to be able to recall key information and learning in order to complete tasks or show their understanding. Children to work together to retell the stories. Can they work collaboratively to arrange props and roles? Did they listen to
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	<p>and school community. Opportunities for children to spend 'quality' time with adults.</p> <p>Confident to explore the classroom and resources, making choices in the activities to engage</p> <p>Children know some ways to calm themselves down when they feel scared or upset.</p>	<p>Preparing for Christmas- at this time of year, as the children get excited, revisit class rules and why we need them.</p> <p>Children can see that their positive actions can be rewarded and are proud to see them celebrated.</p> <p>Children engaging with dojo points and moving up the rocket.</p> <p>Children can see that some actions get a negative reaction and try hard to make different choices.</p>	<p>explored.</p> <p>Children to identify how they feel about returning to school after the 2 weeks break.</p> <p>Can they share their feelings? Are the children able to moderate their feelings?</p> <p>Looking at different job roles and thinking about how our likes and skills can help us choose our future job. We all need to be different to carry out the varying jobs in society.</p>	<p>controlling behaviour and impulses and working together.</p> <p>Children to play and learn together, understanding their own feelings and those of their peers.</p> <p>Children to develop positive friendships.</p> <p>Understanding healthy food choices- explore food groups and moderation.</p>	<p>Children to begin to see the perspective of others and act accordingly.</p> <p>Promoting resilience and perseverance towards trickier tasks i.e. Writing and application of Maths.</p> <p>Can the children adjust to a little more structure during the school day?</p> <p>Children to work more independently during adult-led tasks e.g. larger writing groups and more whole class/group mathematical challenges.</p>	<p>the story? Can they recall the key events?</p> <p>Daily activities to be shared with the children at the beginning of the day, children to show the ability to follow instructions by completing the activities.</p> <p>Children to engage in group games during child-led learning and playtime.</p> <p>Children to play cooperatively, taking turns and encouraging each other.</p>
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Literacy	Comprehension	Model reading, highlighting the type of text and they concepts. Children to spend time in the book corner talking about books. 1:1 reading with picture books.	Children to engage in daily story time. Joining in with refrains and anticipating key events.	Children to reread books to build on understanding and enjoyment of reading. Showing an interest in information texts.	Children to use and understand recently introduced vocabulary during discussions about stories and non-fiction texts.	Children show an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Children anticipate key events in stories and can suggest what might happen next.
	Reading	Alliterative word games 'Banana, ball, bat...' Nursery Rhymes- joining in and spotting the rhyming words. Can thy continue a rhyming string? Initial sound activities link to phonics Blending activities with phoneme frames	Talking about 'favourite' books that they enjoy sharing. Children can segment the sounds in simple words and blend them together. Children know which letters represent some sounds Children link sounds to letters. Children are beginning to read words and simple sentences.	Making links to stories and our own lives. Children can read phrases based on their phonics knowledge. Spotting digraphs in words. Children can use the two letter names that together make a digraph.	Learning about the features on information texts. Children read for pleasure and use the indoor and outdoor reading areas independently. Children can read some common irregular words. Children are able to read phonetically regular words aloud accurately by decoding.	Opportunities to create own story boards based on their interests. Say a sound for each letter in the alphabet for lower and upper case. Children can read sentences with a mix of decoding and sight reading. Starting to read words with more than one syllable.	Children are able to describe & discuss the main events in simple stories they have read. Consolidation of phonics and reading skills. Learning about speech and explanation marks. Children to start to read with expression. Can the children put on different voices when a character is speaking?

Phonics	<p>Baseline wks 1-2 Phonics to start week 3 Phase 2: A1 Wk 1: s, a, t, p A1 Wk 2: i, n, m, d A1 Wk 3: g, o, c, k A1 Wk 4: ck, e, u, r A1 Wk 5: h, b, f, l</p> <p>Tricky words is l the</p>	<p>Phase 2 A2 WK 1: ff ll,ss, j A2 WK 2: v, w, x, y A2 WK 3: z, zz, qu, ch A2 WK4: sh, th,ng, nk A2 WK5 Words with s /s/ or s /z/ added at the ends</p> <p>Tricky words as and has his go no to into his she he of we be me</p>	<p>Phase 3-4: SP1 WK 1: ai, ee, igh, oa SP1 WK 2: oo, oo, ar, or SP1 WK 3: ur, ow, oi, ear Sp1 WK4: air, er, dd, mm, tt, bb, rr, gg, pp, ff SP1 WK5: longer words including compound</p> <p>Tricky words was you they into my by all are sure pure</p>	<p>Phase 4: SP2 WK 1: Revisit phase 3 sounds and words SP2 WK 2: Phase 3 phonemes / Double letters / Longer words SP2 WK 3: Words with two or more digraphs Sp2 WK4: Longer words / Words ending in <i>-ing</i> / Compound words SP2 WK5: Longer words / Words ending in <i>-s (s/z) -es</i></p>	<p>Phase 4: Sm1 WK 1: Short vowel words Sm1 WK 2: Short vowel words Sm1 WK 3: Short vowel words / longer words Sm1 WK4: Longer words / compound words Sm1 WK5: Root words ending in: <i>-ing -ed /t/id/ed/ -est</i></p> <p>Tricky words said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4: Sm1 WK 1: Long vowel sounds in words Sm1 WK 2: Long vowel sounds in words Sm1 WK 3: Words ending <i>-s /s/z/ -es & Longer words</i> Sm1 WK4: Root words ending in: <i>-ing -ed /t/id/ed/d/</i> Sm1 WK5: Root words with: <i>-er -est</i></p>
Writing	<p>Children to draw pictures during child-led time. Do the children mark make with their drawing? Learning to add initial sounds to pictures. Name writing Letter formation activities</p>	<p>Children confidently write their own name. Labelling pictures using key sounds Writing simple phrases with support Letter formation activities list writing-link to super market zoo and Christmas lists</p>	<p>Children can independently write simple phrases. Spelling phase 2 tricky words. Applying writing skills to child-led activities.</p>	<p>Children write simple sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-reading what they have written to check that it makes sense. Writing for different purposes.</p>	<p>Children begin to write in the narrative, using key features – children Write key phrases from common stories. Children can spell many irregular high frequency words.</p>	<p>Children become more familiar in writing in the narrative – writing their own traditional tale. Children can spell phonetically regular words of more than one syllable.</p>

<p>Maths Number</p>	<p>Baselines, observations weeks 1-2</p> <p>Subitising</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> relate the counting sequence to cardinality develop their knowledge of the counting sequence, including through rhyme and song develop 1:1 correspondence, including by coordinating movement and counting develop an understanding that anything can be counted, including actions and sounds accurate counting. <p>Composition</p> <ul style="list-style-type: none"> see that all numbers 	<p>Subitising</p> <ul style="list-style-type: none"> subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. <p>Comparison</p>	<p>Subitising</p> <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> develop verbal counting to 20 and beyond to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. <p>Composition</p> <ul style="list-style-type: none"> practise recalling 'missing' or 'hidden' parts for 	<p>Subitising</p> <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of 	<p>Subitising</p> <ul style="list-style-type: none"> to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. <p>Composition</p>	<p>Subitising</p> <ul style="list-style-type: none"> subitise numbers up to 5 using standard and non-standard dot patterns use 'one finger, one push' to subitise and explore '1 more' patterns of beads on the rekenrek. use 'one finger, one push' to subitise and explore '1 fewer' patterns of beads on the rekenrek. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> count 20 objects practise saying the tricky 'teen' numbers. practise counting to 100 share strategies for counting larger amounts that can't be moved. <p>Composition</p> <ul style="list-style-type: none"> discuss their understanding of equivalence distribute collections of objects into equal and unequal groups
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	<p>can be made of 1s</p> <ul style="list-style-type: none"> compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking' 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<p>5</p> <ul style="list-style-type: none"> explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p> <ul style="list-style-type: none"> play games which involve comparing sets to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. 	<p>the 'howmanyness' of a number, and its position in the number system.</p>	<ul style="list-style-type: none"> explore the composition of 10. <p>Comparison</p> <ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system 	<ul style="list-style-type: none"> sort numbers to 10 according to whether each number is a double / is not a double. make and describe doubles patterns on a rekenrek. <p>Comparison</p> <ul style="list-style-type: none"> say which set of up to 10 objects contains more than the other. use their fingers to show 'more than' numbers to 10 use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number. explore the order and magnitude of numbers to 10.
<p>Maths Measure, Shape and spatial reasoning</p>	<p>Make comparisons between objects relating to size, weight and capacity.</p> <p>Extend and create ABAB patterns</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Children learn that circles have one curved side and triangles have 3 straight sides.</p> <p>They begin to recognise these shapes on everyday items.</p> <p>Children to compose and decompose shapes</p>	<p>Children to explore and use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items.</p> <p>Identifying and using the language to compare the capacities, full, nearly full, half full, nearly empty and empty.</p>	<p>Exploring 3D shapes during block play. Can the children select, rotate and manipulate the shapes?</p> <p>Children to learn the names of 3D shapes and be given opportunities to explore similarities and differences</p>	<p>Select, rotate and manipulate shapes when completing puzzles and shape puzzles.</p> <p>Children to select shapes to complete picture boards or tangram outlines.</p> <p>Children understand that shapes can be</p>	<p>Children understand that places and models can be replicated and need to experience looking at these from different positions.</p> <p>Children to create maps and describe routes.</p> <p>Exploring and investigating relationships between numbers and shapes.</p>

		<p>Children hear and begin to use positional language to describe how items are positioned in relation to other items.</p> <p>Begin to represent real places they have visited or places in stories with their models, drawings or maps.</p>	<p>Children to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower)</p> <p>Children continue to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen.</p>	<p>between them as they play and to sort them according to what they notice.</p> <p>Continuing and creating repeating patterns that include ABB, AAB, AABB, AABBB.</p>	<p>combined and separated to make new shapes.</p> <p>Investigate how many different ways a given shape can be built using smaller shapes.</p>	
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Understanding the World	<p>During our first few weeks at school we will be getting to know each other.</p> <p>Children to speak freely about their family and friends whilst they are playing.</p> <p>Opportunities to explore the outdoor environment, children are encouraged to use their senses to explore.</p> <p>Autumnal walk on the Field-Children to talk about what they hear, see and feel.</p> <p>Using our 'lenses' to collect words.</p>	<p>Learning about key historical and religious events and how we celebrate them.</p> <p>Using photos, books and past experiences to talk about and share the ways we celebrate Bonfire night, armistice day, Diwali, Hanukkah and Christmas.</p> <p>Understanding that people and communities celebrate different events in a variety of ways.</p>	<p>Winter walk on the Field-Children to talk about what they hear, see and feel.</p> <p>Using our lenses to collect words.</p> <p>Exploring the frozen world through invitation to play experiences, photos, books and media.</p> <p>Talking about ourselves, families and friends.</p> <p>Looking at how we have grown. Baby clinic role play area to explore the early stages of development.</p>	<p>Looking at the places the different vehicles travelled through.</p> <p>What type of place was it? Seaside, town, city, ocean or space?</p> <p>Understanding the past through the development of vehicles.</p> <p>To distinguish between the past, present and future. Understand why change is needed.</p> <p>How has our landscape changed over time?</p> <p>Why are more buildings being constructed?</p>	<p>Through our topic and key stories the children will learn about different cultures.</p> <p>Children will learn about respecting other cultures, religions and ways of life.</p> <p>Comparing life in England to other countries.</p> <p>Using maps and globes to talk about and locate different countries.</p> <p>Building up vocabulary to compare and contrast the physical features of different countries.</p>	<p>Using the 'Three Little Pigs' story, compare types of homes and the differences between them discussing the positives and negatives.</p> <p>Compare the 'little Red and the very hungry lion' story to 'little red riding hood'. Children to talk about the differences and choose their favourite versions.</p> <p>Children to plant broad beans in a cup and watch them grow. Can the children keep a bean diary to record the changes?</p>
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	What is Harvest?	Learning that cenotaphs are special to use.	Finding out about occupations and what they bring to society. Looking to the future, what career would they want?	How many different types of uses can we think of for buildings?	Learning about the animals that are native to different countries.	End the topic by baking read as a 'team'. Can the children notice the changes in states of matter throughout the process?
	What is hibernation?	Exploring the Christmas story through Nativity practice.	Learning about our bodies and how they work-linking to funny bones.	To learn about inventors.	Finding out about the role climate has on countries.	RE-Which stories are specially valued and why?
	Where do bears live?	Creating a timeline of events including the ones studied. Link to Maths and sequencing.	Using Google Earth to locate our houses and streets.	Understanding Christianity-Salvation-Why do Christians put a cross in an Ester Garden?	Learning about special places that Hindu's and Christians go to visit. Why are they special?	Listen to the Hindu creation story compare to the Christian creation story.
	Looking at the countries that bears are native to. Locating the countries on a map.	Understanding Christianity-Incarnation Why do Christians perform nativity plays at Christmas?	RE- Being Special: where do we belong? Christianity and Hinduism	Why is Easter so special to Christians?	RE-Which places are specially valued and why? Christianity and Hinduism	Jesus walks on water Wise man and the Foolish Man Jesus feeds the 5,000
	Looking at bear habitats, how is their environment different to what we live in?					Ganesha's Sweet tooth
	Understanding Christianity- Why is the word God so important to Christians?					
	Learning the creation story. Children to recall what God created.					

<p>Expressive Arts and Design</p> <p>Exploring and Using Media and Materials</p> <p>Being Imaginative</p>	<p>Children to play with the resources adding their imaginations and narratives to it. Can the children use their experiences to add a storyline?</p> <p>Children to develop cooperative play, responding to the ideas and narratives of others.</p> <p>Children to use the art and crafts resources to create artwork of their choosing.</p> <p>Autumn on the Seine, Argenteuil by Claude Monet</p> <p>Creating autumnal pictures using different colours and techniques. Children to create using paint, craft and natural resources.</p>	<p>Exploring dance during PE. Children to learn the movements, put into sequence and perform them to others.</p> <p>Learning the nativity songs. Children to sing the songs in groups, matching the pitch and following the melody.</p> <p>Children to create a range of art work based on our celebrations this half term. Children to explore and use a range of artistic effects.</p> <p>Learning about Kandinsky and creating art work with circles and triangles.</p>	<p>Children to watch and talk about different dances and performance art, expressing their feelings and responses. Linking to hobbies, children to talk about dance classes they attend or would like to try.</p> <p>Using a construction set or small world toys, children to make a toy community.</p> <p>Children to make skeleton people out of art straws. Can they cut the straws to size and connect them together?</p> <p>Andy Goldsworthy- Ice sculptures. Making sculptures with winter moon dough</p> <p>Winter art work (January)</p>	<p>Louise Nevelson-3D modelling with recycled goods</p> <p>Using what they have previously learnt about craft materials, tools and techniques, the children will plan and create 3D vehicles including boats, buses and trains.</p> <p>Sharing their vehicle to the class, talking about the processes they have used.</p> <p>Watch and listen to two different songs. Discuss what we like about each one and which ones we prefer. Is the tempo too slow or the pitch too high?</p>	<p>Learn the words and actions to 'he has the world in his hands' and perform to the school.</p> <p>Use story sacks and small world resources to act out narratives and stories.</p> <p>Can the children use the language from our 'Handa's Surprise' story in their play?</p> <p>Cubism giraffe- https://thecraftyclassroom.com/2020/07/23/cubism-art-project-for-kids/</p> <p>Textured under the sea art work- combing paint, paper and pen</p>	<p>Retell a range of traditional tales that we have been learning. Working collaboratively with their friends to recount and adapt the narratives.</p> <p>Children to create their own stories using puppets, small world resources and props.</p> <p>Craft bridges, houses and temples linking to our stories. To choose and use a variety of resources and techniques.</p> <p>Can the children share their creations with others explaining the processes they have used?</p> <p>Henri Matisse- happy coral</p>
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