

# Nursery and Reception



## Foundation Stage Yearly Overview

Our yearly planning is flexible in the Foundation Stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children do not always fit with the planned topics, with this in mind we adapt our planning to the needs and interests of the children. Our topic headings are broad allowing us to adapt and allow for individual needs and interests to be explored.

Created by Bev Farrier.

## **Nursery Long Term Plan**

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Bears and Amazing Me</b>	<b>Rhymes and Celebrations</b>	<b>Winter and Traditional stories</b>	<b>People who help us</b>	<b>Our garden</b>	<b>The Great world</b>
<b>Key Text</b>	Going on a Bear Hunt Where is my Teddy This is The Bear My Friend Bear Colour monster Bear in a Square Elmer	Rhyming Rabbit Action Rhymes Fantastic first Poems Meg and Mog Owl and the Pussy Cat Row Row Your Boat The Tiger who came to tea	Jack and the Beanstalk The Three Little pigs Billy Goats Gruff The Three Bears	Animal Poems Animal Noises Peter Wants a Puppy Dog Blue Dogger My Pet Star	10 Little Ladybirds Super Worm Bug Hunt The Very Busy Spider The Very Quiet Cricket Leo and The Magic Forest	Rainbow Fish Salty Sam
<b>Key vocabulary displayed separate.</b>	Poetry by Jessica McDonald. Non-fiction- Autumn Halloween Amazing Me Invisible string Monkey and Me	Poetry Christmas rhymes Non-fiction – Diwali, fireworks, Christmas	Non-Fiction – Chinese New Year, Winter	Non-fiction – Easter, people who help us	Non-fiction- ladybirds	Non-Fiction – Atlas, books about countries

<p><b>Communication and language (L&amp;A)</b></p>	<p>To know how to listen to a story and understand what is happening.</p> <p>To know how to listen and respond to a request by carrying out a simple instruction.</p> <p>To know how to listen in a small group with visual support and clues.</p>	<p>To know how to sing a simple song, performing rhymes to an audience, and beginning to show a repertoire of nursery rhymes</p> <p>To know how to listen to stories with increasing attention.</p> <p>To know how to listen to stories and share ideas.</p> <p>To know how to listen to others in one to one or small group time.</p>	<p>To know how to show enjoyment whilst listening to longer stories and recalling key parts of the story.</p> <p>To know how to listen to more complex instruction and respond appropriately</p>	<p>To know how to listen and respond to how and why questions</p>	<p>To know how to show confident to talk in large and small groups, expressing interests and opinion.</p> <p>To know how to answer a question, and give explanations</p>	<p>To know how to show confidence to talk in large and small groups, expressing interests and opinion.</p> <p>To know how to Question why things happen.</p>
<p><b>Understanding</b></p>	<p>To know how to respond to questions like "where is your coat."</p> <p>To know how to follow instructions containing three key words. (Put your shoes under the table)</p>	<p>To know how to follow instructions which include a list of items to retrieve from another area.</p>	<p>To know how to respond to a question or instruction that has two parts.</p> <p>To know how to respond to 'why' questions.</p>	<p>To know and understand words relating to first/ last.</p>	<p>I know how to respond to open ended questions.</p>	<p>I know how to use talk to organise myself</p>

	<p>To know how to select a familiar object based on how it is used.</p> <p>To know how to recognise familiar sounds, learning unfamiliar words rapidly.</p> <p>To know how to join in a conversation.</p> <p>To know how to link three words together to form a short sentence.</p>		<p>To know how to respond to open ended questions.</p>	<p>To know how to use more complex sentences adding consonant range</p>	<p>To know more complex sentences to link thoughts and ideas using 'because' and 'so'</p>	<p>To know how to talk to connect ideas</p> <p>To know how to use a range of word endings to describe the present tense.</p>
<p><b>Speaking</b></p>	<p>To know a wider range of vocabulary.</p> <p>To know how to make sentences of at least 4-6 words.</p> <p>To know how to start a conversation with an adult or friend and continue it.</p>	<p>To know how to use puppets; role play characters and small world characters a voice.</p> <p>To know how to play alongside others who are engaged in the same pretend play theme as me.</p>	<p>To know how to recall and talk about experiences, recalling past events.</p> <p>To know how to talk about familiar books.</p> <p>I use appropriate story language to re-tell a short story.</p>	<p>To know how to play imaginatively within a theme I have not had first-hand experience of.</p>	<p>To know how to use talk to organise themselves in their play.</p>	<p>To know how I can act out key parts in a story.</p>
<p><b>Pretend Play</b></p>	<p>To know how to substitute objects that do not resemble the real thing.</p>					

**To know how to  
wait my turn.**

<p><b><u>Personal, social, and emotional development</u></b></p> <p><b>Key texts</b>  <b>Calm Down</b>  <b>Boris</b>  <b>Thank you for being my friend</b>  <b>Rory's Story</b>  <b>Bad Mood</b>  <b>Its mine</b>  <b>Giraffes cannot dance</b>  <b>Kindness is my superpower</b></p>	<p>To know how to respond appropriately to the visual timetable and music anchors.</p> <p>To know how to make a line, how to make a circle to support behavioural expectations.</p> <p>To know how to begin to develop friendships with other children and staff.</p> <p>To know how to self-register.</p> <p>To know how to join in play</p> <p>To know how to engage in simple pretend play.</p> <p>To know how I feel using happy/sad</p>	<p>Emotions- To know and recognise different expressions showing awareness of feelings whilst demonstrating friendly behaviour.</p> <p>To know the importance of rules.</p> <p>To know how to share resources.</p> <p>To know what makes somebody feel happy.</p> <p>To know how to perform a selection of nursery rhymes to an audience.</p> <p>To know how I am feeling using the 4 zones of regulation.</p> <p>To know what I need when selecting an activity.</p> <p>To know how to take turns.</p>	<p>To know how to tolerate delay when my needs are not immediately met.</p> <p>To know how to select and use resources independently.</p> <p>To become familiar with the Zones of Regulation-To know the key words in all four zones.</p> <p>To know ways to self-regulate</p>	<p>To know how to adapt behaviours to events, social situations, and changes in routines.</p> <p>Zones of Regulation</p> <p>To know what is expected of me in a session.</p>	<p>Teach collaboration skills in a larger group, extending and elaborating play ideas.</p> <p>To know how to Independently use and practice Zones of Regulation</p> <p>To know how to stay safe whilst using the computer at home or school.</p> <p>To know strategies to support self-regulation.</p>	<p>To know how to recognise that we are all different, we are all friends.</p> <p>To know it is okay to feel worried. (Teach strategies to support a successful Transition to Reception whilst embracing the Zones of Regulation)</p>
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<p><b><u>Physical Gross Motor Development</u></b></p>	<p>To know and use a chosen identified hand preference</p> <p>To know how to make a range of arm movements. (See write dance programme)</p> <p>To know how to cross the midline.</p> <p>To know how to find a space-positional awareness.</p> <p>To know how to run Safely on whole foot</p> <p>To know how to draw a circle</p>	<p>To know how to keep our bodies healthy.</p> <p>To know how to use large shoulder and arm movements.</p> <p>To know vocabulary of movement (gallop, slither etc) matching the collect movement.</p> <p>Recall sequence of dance.</p> <p>To know how to take off shoes and socks.</p> <p>To know the importance of safety</p> <p>To know how to draw simple shapes</p>	<p>To know how join in team games.</p> <p>Teach vocabulary of instruction (follow, lead, copy)</p> <p>To know how to balance using a balance bike (teach balance bike programme)</p> <p>To know how to use the toilet independently.</p>	<p>To know how to collaborate, managing and handling bulky items.</p> <p>To know how to Jump off an object, travel around, under, over and through balancing and climbing equipment.</p>	<p>To know how to hold a pose through balance.</p> <p>To know how to travel at different speeds</p> <p>To know how to catch a ball</p> <p>To know how to jump over low level obstacles.</p>	<p>To know how to travel in a variety of ways.</p> <p>To know how to put on and take off shoes and socks.</p> <p>To know how to jump off an object and land safely.</p> <p>To know how to hop on one foot.</p>
<p><b><u>Physical development Fine motor</u></b></p>	<p>To know how to snip with scissors.</p>	<p>To know how to hold a pencil correctly.</p>	<p>To know how to follow a tracing pattern.</p>	<p>To know how to write for a purpose</p>	<p>To know how to write letters in their name.</p>	<p>To know how to fasten a zip</p> <p>To know how to put on own clothing</p>

	<p><b>To know how to take lid and replace lid on pens.</b></p> <p><b>To know and show a preference for a dominant hand.</b></p> <p><b>To know how to wash, dry hands</b></p> <p><b>To know how to put on own coat</b></p> <p><b>To know how to run safely on whole foot.</b></p> <p><b>To know how to roll playdough into a ball and sausage shapes.</b></p> <p><b>To know how to stack wooden blocks.</b></p> <p><b>To know how to identify sounds that are heard inside/outside.</b></p> <p><b>To know how to add sound effects:</b></p>	<p><b>To know how to draw a circle and add features eg eyes.</b></p> <p><b>To know how to draw a v shape.</b></p> <p><b>To know how to roll playdough into a ball and sausage shapes</b></p>	<p><b>To know how to follow vocabulary instructions (top, bottom, side, up, down, round back)</b></p> <p><b>To know how to thread a bead string</b></p>	<p><b>To know how to write some letters accurately</b></p>	<p><b>To know how to independently put on shoes and socks</b></p>	<p><b>To know how to cut along a curved line with scissors.</b></p> <p><b>To know how to draw a person with a head and line legs and usually, arms and legs.</b></p> <p><b>To know how to hold my pencil with a pincer grip.</b></p>
Literacy reading	<p><b>To know how to recognise their own name card.</b></p> <p><b>To know how to clap out syllables in words.</b></p>	<p><b>To know that print carries a meaning</b></p> <p><b>To know how to change the words in familiar rhymes.</b></p>	<p><b>To know how to write some of my name, writing some letters accurately.</b></p>	<p><b>To know how to look at books independently and know that print carries a meaning</b></p>	<p><b>To know the various parts of a book.</b></p> <p><b>To know how to identify items by blending.</b></p>	

<p>Literacy comprehension</p>	<p>to stories and songs. To know how to listen to short stories. To know how to join in a simple rhyme and poem. To know how to say some words in songs and rhymes. To know how to hold and open a book correctly.</p>	<p>To know how to identify quieter and louder sounds. To know how to start and stop playing an instrument, playing an instrument at a signal To know how to join in with an action rhyme. To know how to recognise my own name. To know how to blend compound words, e.g., snowman To know how 'read' signs and symbols within the environment carry meaning.</p>	<p>To know how to distinguish between words and pictures in a book. To know how to be able to move their body in response to music /sounds. To know how to complete a familiar rhyme. To know how to match rhyming items. To know how to can clap out one to three syllable words and blend two syllable words e.g" ta-ble" I can recognise rhyme in spoken word.</p>	<p>To know how to Spot and suggest rhymes To know how to use new vocabulary. To know how to match items with the same initial sound. To know how to retell a story in my own words To know how to orally blend three syllable words e.g. e-le-phant</p>	<p>To know how to tell you what I am going to write and draw before I make my marks.</p>	<p>To know how to be able to count or clap our phoneme sounds in cvc words. To know how to speak in sound talk. To know how to name the various parts of the book.</p>	<p>To know how to actively listen to stories and can retell familiar stories. I can engage in extended conversations about stories.</p>	<p>To know how to can comment and share ideas about stories.</p>	<p>To know how to talk about key features in stories I have heard, naming characters and where they were (setting).</p>	<p>To know how to demonstrate that I have listened and attended by answering simple questions about</p>	<p>To know how to Understand why/how questions.</p>	<p>To know how to Use a wider range of vocabulary. (See vocab list for each term)</p>	<p>To know how to I actively listen to stories and can retell familiar stories. I can engage in extended conversations about stories.</p>
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	<p>To know how to mark marks in showing emergent writing.</p>	<p>To know how to give meaning to marks.</p>	<p>the story that has been read to me.</p>	<p>To know how to copy the first letter of my name.</p>		<p>To know how to print my own name with most letters formed correctly. I can write some letters accurately in my early writing.</p>
<p><b>Writing</b></p>			<p>To know how to use writing in my play to e.g to write a shopping list during role-play.</p>	<p>To know how to solve real world mathematical problems with numbers to 5.</p>		<p>I know how to make comparisons between weight and capacity.</p>
<p><b>Mathematics number</b></p>	<p>To know how to count reliably up to 5 objects using the cardinal principle.</p>	<p>I know how to count reliably up to 5 numbers to 5 I know how to count by rote. I know how to make comparisons between size, length</p>	<p>I know how to use my fingers and five frame to represent number.</p>	<p>I know how to understand positional language.</p>	<p>I know how to sequence events such as first, last with the correct language.</p>	
<p><b>Working on spring</b></p>	<p>To know how to join in with number related rhymes.</p>					
<p><b>Mathematics numerical pattern and shape</b></p>	<p>To know and name colours. To know how to sort by a given category. To know how to match.</p>	<p>To know how to continue a pattern and create my own. To know how to compare objects by size.</p>	<p>I know how to build with 2D and 3D shapes</p>	<p>I know how to describe 2D and 3D shape</p>	<p>I know how to create ABAB patterns, correcting a repeating pattern.</p>	<p>I know how to discuss routes and locations.</p>
<p><b>Understanding the world</b></p>	<p>To know how to use their senses to explore the world around them.</p>	<p>To know who is in your family To know how to explore and talk about different forces they can feel.</p>	<p>To know how to plant seeds/plants. To know how materials change.</p>	<p>To know people who help us in the local community</p>	<p>To know how to look after a plant. To know the life cycle of an animal.</p>	<p>To know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>

	<b>To know where they belong.</b> <b>To know how things work.</b>	<b>To know about how different countries celebrations.</b> <b>Develop positive attitudes about differences between people.</b>		<b>To know how to care for the natural environment.</b>	<b>To know how to look after living things.</b>	
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<p><b>Expressive art and design</b></p>	<p><b>To know how to take part in pretend play.</b></p> <p><b>To know how to represent a circle.</b></p> <p><b>To know primary colours</b></p>	<p><b>To know how to explore different materials.</b></p> <p><b>To know how to join different materials together.</b></p> <p><b>To know how to develop stories with small world equipment.</b></p> <p><b>To know colours.</b></p> <p><b>To know how to sing entire songs.</b></p>	<p><b>To know how to draw with detail.</b></p> <p><b>To know and repeat different pitches in songs.</b></p> <p><b>To know how to play instruments with increasing control.</b></p>	<p><b>To know that mixing colours together changes.</b></p>	<p><b>To know a range of artists.</b></p>	<p><b>To know how to show emotions in their pieces of art.</b></p>
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2021-2022	<b>Autumn 1</b> Topic: Superheroes Themes: Healthy Me	<b>Autumn 2</b> Topic: Traditional Tales Themes: Bonfire Night, Christmas	<b>Spring 1</b> Topic: Our Planet Themes: Frozen Planet, Hot Planet, Dinosaurs, Chinese New Year, Easter	<b>Spring 2</b> Topic: Our Planet Themes: Easter, Transport, Castles, Knights and Dragons	<b>Summer 1</b> Topic: Habitats Themes: The Farm, Our Garden, Forests	<b>Summer 2</b> Topic: Dream Big! Themes: Fantasy and Adventure, Transition to Y1
Reading ReadWrite Inc	To recognise 12 initial sounds: m a s t l n p o c k  To begin to blend sounds to read short phonetic words.	To recognise all set 1 sounds.  To blend 3 sounds to read a word.  To recognise red words: l and the.  To read a two-word caption.  To read their own name.	To recognise ay, ee, igh, ow, oo, oo.  To know how to blend words containing ay, ee, igh, ow, oo, oo.  To recognise red words: to, he, me, she, be and we.  To know that three words together make a sentence.  To read simple sentences in a book.	To recognise ar, or, air, ir, ou, oy.  To blend words containing ar, or, air, ir, ou, oy.  To recognise red words: you, your, said, was, are and of.  To know to pause at a full stop.  To read books that match my phonological knowledge.  To recognise upper case letters.	To know how to blend longer words containing 5 or 6 phonemes.  To recognise red words: want, what, they, so, go and her.  To recognise words by sight and know how to decode unfamiliar words.	To recognise oi, a-e, i-e, o-e and u-e.  To recognise red words: do, all, one, come, some and there.  To read simple sentences with fluency.
School Award						
Key Texts:		Read write inc specific texts	Read write inc specific texts	Read write inc specific texts	Read write inc specific texts	Read write inc specific texts



Northburn Primary School Reception

Long Term Plan - RP RC DB





2021-2022	<b>Autumn 1</b> Topic: Superheroes Themes:	<b>Autumn 2</b> Topic: Traditional Tales	<b>Spring 1</b> Topic: Our Planet	<b>Spring 2</b> Topic: Our Planet	<b>Summer 1</b> Topic: Habitats	<b>Summer 2</b> Topic: Dream Big!
Writing	To form the letters m a s d t l n p g o c k using the RWI formation rhymes.  To know how to write their name by copying their name card.	To form all set 1 letters using the RWI formation rhymes.  To know how to write their name independently.	To write simple words using Fred Fingers, containing Set 1 sounds.  To write words containing ay, ee, igh, ow, oo, oo using a sound chart.	To write words containing ar, or, air, ir, ou, oy using a sound chart.  To use a finger space to separate words.  To write a short sentence with finger spaces.  To read my sentence aloud.  To form upper case letters.	To write longer words containing 5 or 6 letters.  To write short sentences with finger spaces.  To know where to put a full stop.  To spell the red words: I, the, to, we, me, be, she, he and was.  To form upper case letters in a name or place.	To 'and' to extend my shorter sentence.  To include a capital letter and full stop in a sentence.
School Award						
Key Texts:						



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2021-2022	Autumn 1 Topic: Superheroes Themes:	Autumn 2 Topic: Traditional Tales	Spring 1 Topic: Our Planet	Spring 2 Topic: Our Planet	Summer 1 Topic: Habitats	Summer 2 Topic: Dream Big!
<p>Communication and Language</p>	<p>To listen during carpet time by: Sitting still Eyes on the adult Put their hand up to ask or answer a question. (Carpet time agreements)</p> <p>To know what the word vocabulary means.</p> <p>To learn new topic vocabulary.</p> <p>To know how to answer a what, who or where question.</p> <p>To know what a character is.</p> <p>To learn a rhyme.</p>	<p>To know to stop and listen when a signal is given by an adult (a bell).</p> <p>To follow carpet time agreements when listening to a story and during whole teaching sessions.</p> <p>To learn new topic vocabulary and when to use them.</p> <p>To know how to talk in a clear voice when talking about events.</p> <p>To use a talk partner to discuss questions.</p> <p>To pick out the main characters in a story.</p> <p>To be a character from the story using role play.</p> <p>To know songs to sing in a performance.</p>	<p>To learn new topic vocabulary and when to use them.</p> <p>To know how to answer a how question.</p> <p>To speak in a clear, loud voice when talking in a group setting.</p> <p>To select books for a purpose.</p> <p>To pick out key events from a story.</p> <p>To know a story has different parts, beginning, middle and end.</p> <p>To learn a rhyme and repeat phrases.</p> <p>To know what fiction and non-fiction means.</p>	<p>To learn new topic vocabulary and when to use them.</p> <p>To know how to answer a why question.</p> <p>To speak in full sentences.</p> <p>To use phrases like, "I think it's" "You could" "It might be" to explain and organise ideas.</p> <p>To walk through a story in my own words.</p> <p>To use key phrases from a story to retell it.</p> <p>To know what a non-fiction book is for.</p> <p>To look for information in a non-fiction book.</p>	<p>To learn new topic vocabulary and when to use them.</p> <p>To know how to structure a what or where question.</p> <p>To discuss ideas in a group using known phrases.</p> <p>To re-enact a familiar story using role play.</p> <p>To learn a rhyme and repeat it independently.</p> <p>To find facts in a non-fiction book and share this with a group.</p>	<p>To learn new topic vocabulary and when to use them.</p> <p>To know how to structure a why or how question.</p> <p>To use and, then, before and first when speaking to extend my sentences.</p> <p>To know where to find different information and how to share this.</p>



School Award	Perform to an audience – Nativity Creativity	Creativity	Perform to an audience Creativity	Perform to an audience Creativity
<p><b>Key Texts:</b>            Superworm- Julia Donaldson            Supertato- Sue Hendra &amp; Paul Linnet            Brownlow &amp; Simon Rickerty            There's a Superhero in your book by Tom Fletcher</p> <p><b>Rhymes/Songs:</b>            Ten Little Superheroes- Mike</p>	<p><b>Stories:</b>            Little Red Hen            The Elves and the Shoemaker            Red Riding Hood            The Gingerbread Man</p>	<p><b>Stories:</b>            The World around me            The Emperor's Egg            Lost and Found            Handa's Surprise            We're going on a Lion Hunt            Harry and his bucketful of dinosaurs.            Dinosaurs love underpants            The Great Explorer – Chris Judge</p>	<p><b>Stories:</b>            The Naughty Bus            The Train Ride            Mr Gumpy's Motor Car            Mrs Armitage on wheels (check)            See inside castles            Good Knight, Bad Knight</p>	<p><b>Stories:</b>            Peter Rabbit (update)            Do you love bugs? – Matt Robertson            Very Important Animals            Tad – Benji Davies            The Extraordinary Gardener – Sam Broughton            Owl Babies</p>
				<p><b>Stories:</b>            Where the Wild things are.            The Hairy Toe            Ernest Shankleton            Nimesh the adventurer</p>



2021-2022	Autumn 1 Topic: Superheroes Themes:	Autumn 2 Topic: Traditional Tales	Spring 1 Topic: Our Planet	Spring 2 Topic: Our Planet	Summer 1 Topic: Habitats	Summer 2 Topic: Dream Big!
<p>Maths</p> <p><b>White Rose Maths:</b> <b>Just Like Me:</b> To know what a pair is.</p> <p>To know how to sort objects into sets by Colour, size and shape.</p> <p>To know what compare means.</p> <p>To know what order means.</p> <p>To know how to compare amounts by identifying which is greater and which is smaller.</p> <p>To know how to make a pattern.</p> <p>To know how to continue a pattern.</p>	<p><b>It's me 1,2,3:</b></p> <p>To know how 1, 2 and 3 can be represented. (Subitise)</p> <p>To know that a number name matches a quantity and numeral.</p> <p>To know to how to count up to 3 objects by touching them and that the final number they say names the quantity of the set.</p> <p>To know how to form the numerals 1, 2 and 3.</p> <p>To know that as we count forward, each number is one more than the number before.</p> <p>To know that as we count backwards, each number is one less than the number before.</p> <p>To know that all numbers are made up of smaller numbers.</p>	<p><b>Alive in 51:</b></p> <p>To know that the numeral 0 represents nothing there or all gone.</p> <p>To know that when comparing quantities, they can be more than, less than or the same.</p> <p>To know the vocabulary related to mass: Heavy, heavier than, heaviest, light, lighter than, lightest and what they mean.</p> <p>To know how to order objects in relation to their weight.</p> <p>To know the vocabulary related to capacity: Full, empty, half full, nearly full and nearly empty and know what these mean.</p> <p><b>Growing 6, 7, 8:</b></p> <p>To know to how to count up to 6, 7, 8 objects by touching them and that the final</p>	<p><b>Growing 6, 7, 8:</b></p> <p>To know to combine two groups to find out how many they have altogether.</p> <p>To know how to subitise instead of counting 121.</p> <p>To know that some problems have more than on solution.</p> <p>To know the vocabulary related to length and height: Tall, short, longer, shorter, wider, narrower and what they mean.</p> <p>To know how to measure the height or length of something using non-standard units.</p> <p>To know how to sequence events in their day.</p> <p>To know the vocabulary related to time: Now, before, later, soon, after, then and next and know what they mean.</p>	<p><b>To 20 and beyond:</b></p> <p>To know numbers to 20 and how they can be represented and made.</p> <p>To know that a two digit numbers are made of one full ten and part of the next ten (10 frame).</p> <p>To know how to count on and back from different points.</p> <p>To know to arrange larger quantities into groups of 10.</p> <p>To know how to match different arrangements of shapes.</p> <p>To know what a tangram is.</p> <p><b>Find my Pattern:</b></p> <p>To know that double means twice as many.</p> <p>To say some doubles such as double 2 is 4.</p>	<p><b>One the move:</b></p> <p>To know what the word problem means.</p> <p>To know the process to solve a mathematical problem.</p> <p>To know what symmetrical means and how to create symmetrical constructions.</p> <p>To know what a map is and that is shows where things are in relation to one another.</p> <p><b>Consolidate:</b></p> <ul style="list-style-type: none"> <li>Subitising</li> <li>Counting</li> <li>Composition</li> <li>Sorting and Matching</li> <li>Comparing and Ordering.</li> </ul>	



	<p>To identify a circle and triangle and name some of their properties.</p> <p>To know the vocabulary related to positional language: Above, below and next to and what they mean.</p> <p><b>Light and Dark:</b> To know how 4 and 5 can be represented. (Subitise)</p> <p>To know to how to count up to 4 and 5 objects by touching them and that the final number they say names the quantity of the set.</p> <p>To know how to compare amounts by identifying which is greater and which is smaller.</p> <p>To know how to form number 4 and 5.</p> <p>To identify a square and rectangle and know they have four sides.</p> <p>To know to combine shapes to make different ones.</p> <p>To know about daily routines and the language needed: Morning, day, night, afternoon, today, tomorrow</p>	<p>number they say names the quantity of the set.</p> <p>To know how 6,7 and 8 can be represented. (Subitise)</p> <p>To know that a number name matches a quantity and numeral.</p> <p>To know how to count a specific amount from a larger group.</p> <p>To know that all numbers are made up of smaller numbers.</p> <p>To know how to use a ten frame to represent numbers.</p> <p>To know how to make a pair and that some quantities cannot be sorted into pairs.</p>	<p><b>Building 9 and 10:</b></p> <p>To know how to subitise larger numbers to identify them.</p> <p>To know how to represent 9 and 10 in different ways.</p> <p>To know how to line things up with 1:1 correspondence to compare them directly.</p> <p>To know what a number bond is.</p> <p>To know the names of 3D shapes including: Cylinder, cuboid, cube, sphere, cone and square-based pyramid.</p> <p>To know how to make a pattern where items repeat more than once i.e. ABB ABB</p>	<p>To know what sharing means and that some quantities can be shared equally.</p> <p>To know what odd and even means.</p>
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School Award						
Key Texts:		Rosie's Walk 1,2, at the Zoo Peace at Last Funnybones	Mr Archimedes Bath Room on the Broom What the Ladybird Heard	Titch Jasper's Beanstalk Pattern Bugs	What the Ladybird Heard. The Gingerbread Man Rosie's Walk	Mr Archimedes Bath Little Red Riding Hood Billy's Bucket Pattern Bugs



2021-2022	<b>Autumn 1</b> <b>Topic: Superheroes</b> <b>Themes:</b>	<b>Autumn 2</b> <b>Topic: Traditional Tales</b>	<b>Spring 1</b> <b>Topic: Our Planet</b>	<b>Spring 2</b> <b>Topic: Our Planet</b>	<b>Summer 1</b> <b>Topic: Habitats</b>	<b>Summer 2</b> <b>Topic: Dream Big!</b>
<p>PSED</p>	<p>To know that people communicate with each other and the ways they can do that.</p> <p>To know how to answer a question about themselves such as their likes and dislikes.</p> <p>To know the people who live in their house.</p> <p>To listen during carpet time by:</p> <p>Sitting still</p> <p>Eyes on the adult</p> <p>Put their hand up to ask or answer a question.</p> <p>(Carpet time agreements)</p> <p>To know what the different colours mean in the zones of regulation.</p> <p>To know how to use soap and water to wash their hands effectively.</p>	<p>To know that it is important to listen when someone is talking to you.</p> <p>To know how to be kind to a friend.</p> <p>To know how to ask an adult for help.</p> <p>To know the vocabulary associated with the different colours in the zones of regulation.</p> <p>To know how to use the zones of regulation to express their feelings.</p> <p>To know how to review my work and make suggestions for improvement.</p> <p>To know what the word hygiene means.</p> <p>To know how to get themselves dressed independently for Forest School.</p>	<p>To know how to review a friends work and give them a compliment.</p> <p>To know how to recognise when they are not making the right choice.</p> <p>To know how to identify the feelings of a character in the story by looking at:</p> <p>Their actions</p> <p>Their expressions</p> <p>To know what healthy means and how to make healthy food choices.</p>	<p>To know how to talk about how a character might be feeling and support this with evidence from the story.</p> <p>To know how to play cooperatively.</p>	<p>To know how a character in a story could make a different choice and how this would impact on the events.</p> <p>To know the importance of eating fruits and vegetables.</p>	<p>To know how to cope with a new experience or situations and who they can ask for help.</p> <p>To know how to set a goal and the steps they will need to take to achieve it.</p> <p>To know about their new class teacher and the different things they will experience in Year 1. (Transition)</p>





School Award	Staying Healthy	Staying Healthy	Staying Healthy	Staying Healthy	Staying Healthy	
Key Texts:	The Big Book of Families The Colour Monster - Zones of Regulation	Mr Big The Colour Monster - Zones of Regulation	The Colour Monster - Zones of Regulation The Emperor's Egg Lost and Found Handa's Surprise	Changes Changes The Naughty Bus The Train Ride	Peter Rabbit The Extraordinary Gardener - Sam Broughton	Nimesh the adventurer



2021-2022	<b>Autumn 1</b> <b>Topic: Superheroes</b> <b>Themes:</b>	<b>Autumn 2</b> <b>Topic: Traditional Tales</b>	<b>Spring 1</b> <b>Topic: Our Planet</b>	<b>Spring 2</b> <b>Topic: Our Planet</b>	<b>Summer 1</b> <b>Topic: Habitats</b>	<b>Summer 2</b> <b>Topic: Dream Big!</b>
Physical Development	<p>To know how my body can move by: Running Walking Jumping Crawling</p> <p>To know how to move freely in the space available.</p> <p>To know how to draw lines and circles.</p> <p>To know how to hold a pencil correctly.</p> <p>To know that they will need to go to the toilet frequently during the day and the procedures for doing this.</p> <p>To know to get a drink when they feel thirsty.</p> <p>To know how to put on their wellies and coats.</p> <p>To know how to use scissors.</p> <p>To form letters they are learning using the RWI formation rhymes.</p>	<p>To know how move freely in the space provided using different ways such as running, walk, jumping and crawling.</p> <p>To know how to balance on a low beam.</p> <p>To know how to cut shapes with scissors.</p> <p>To know how to hold a pencil correctly.</p> <p>To know how to sit on the floor with their legs crossed.</p> <p>To know how to move around an obstacle course with adult guidance.</p> <p>To know how to jump on two feet.</p> <p>To use two hands to roll a tyre.</p> <p>To form set 1 letters using the RWI formation rhymes.</p>	<p>To know why they feel out of breath during exercise.</p> <p>To know how to balance and move on a beam.</p> <p>To know how to hop on one leg.</p> <p>To know how to use large apparatus in the hall to climb.</p> <p>To know how to use a large ball to bounce and then catch.</p> <p>To know how to kick a ball.</p> <p>To know how to hold a bat.</p> <p>To know why you need to brush your teeth.</p> <p>To know how to colour in accurately.</p> <p>To know how to use a paintbrush correctly.</p> <p>To know how to cut food using a knife.</p>	<p>To know how to move round an obstacle course independently.</p> <p>To know how to jump in and out of a hoop in different ways.</p> <p>To know how to use a large ball to pass to a friend to catch.</p> <p>To know how to kick a ball to a friend.</p> <p>To know how to hit a ball with a bat.</p> <p>To know how to move in different ways to music.</p>	<p>To know how to use a skipping rope turned by an adult.</p> <p>To know how to kick a ball at a target.</p> <p>To know how to throw and catch to a friend more than once.</p> <p>To know why eating fruit and vegetables is important.</p> <p>To know what the 5 a day rule is.</p> <p>To know how to follow three movements to music.</p>	<p>To know how to use a skipping rope independently.</p> <p>To know how to move with a ball by doing small kicks (dribbling).</p> <p>To know how to catch balls of different sizes.</p> <p>To know how to choreograph three movements to music with a partner.</p>



	To know how to write their name by copying their name card.	To know how to write their name independently.	To know how to handle different apparatus safely.			
School Award	Staying Healthy	Staying Healthy	Staying Healthy	Staying Healthy	Staying Healthy	Staying Healthy
Key Texts:						



2021-2022	<b>Autumn 1</b> <b>Topic: Superheroes</b> <b>Themes:</b>	<b>Autumn 2</b> <b>Topic: Traditional</b> <b>Tales</b>	<b>Spring 1</b> <b>Topic: Our Planet</b>	<b>Spring 2</b> <b>Topic: Our Planet</b>	<b>Summer 1</b> <b>Topic: Habitats</b>	<b>Summer 2</b> <b>Topic: Dream Big!</b>
Understanding the World	<p>To know who is in their family.</p> <p>To know that families are not all the same.</p> <p>To know that a photo communicates information.</p> <p>To know the name of their teacher, school and adults working in their area.</p> <p>To know the names of the office staff, headteacher and other significant adults in school.</p> <p>To know the role of different adults in school.</p> <p>To know about seasonal changes in their outdoor environment.</p>	<p>To know about their family by asking them their likes and dislikes.</p> <p>To learn vocabulary associated with the past such as past and old.</p> <p>To know that a story can be about something that happened a long time ago.</p> <p>To know some traditional stories from past such as Guy Fawkes and the Christmas story.</p> <p>To know some traditional stories.</p> <p>To know why Christmas is a special time for Christians.</p>	<p>To know what an artifact.</p> <p>To know stories that are about different places and cultures.</p> <p>To know about the characteristics of a different religion and culture.</p> <p>To know and identify some religious buildings in their local community.</p> <p>To know about a person in a different country and what their life is like.</p> <p>To know what is the same and what is different between their lives and others around the world.</p>	<p>To know what a map is and what it shows.</p> <p>To know how to identify if a story is about the past.</p> <p>To know how to make a map of their school.</p> <p>To know how to find information from a map.</p>	<p>To know how to make a map of the local area.</p> <p>To know about seasonal changes in their outdoor environment.</p> <p>To learn the name of different plants and animals in their outdoor environment.</p> <p>To know how to plant and look after fruits and vegetables.</p> <p>To know about different places to live such as a town or countryside.</p> <p>To know where they live and identify this on a map.</p>	<p>To know the seasons and the characteristics associated with Spring, Summer, Autumn and Winter.</p> <p>To know if something is manmade and if something is natural.</p> <p>To identify and name the plants and animals found in their outdoor environment.</p>
School Award	Our World	Our World	Our World Great Outdoors	Our World Great Outdoors	Our World Great Outdoors	Our World Great Outdoors



Key Texts:	The Big Book of Families Tree – Patricia Hegarty	Captain Tom – One Hundred Steps The Elves and the Shoemaker Guy Fawkes The Jolly Christmas Postman	Handa's Surprise We're going on a Lion Hunt Harry and his bucketful of dinosaurs. Dinosaurs love underpants The Great Explorer ~ Chris Judge	The Great Explorer – Chris Judge	Do you love bugs? – Matt Robertson Very Important Animals Tad – Benji Davies The Extraordinary Gardener – Sam Broughton	Slow Down – Rachel Williams Ernest Shankleton Nimesh the adventurer Do you love bugs? – Matt Robertson Very Important Animals Tad – Benji Davies The Extraordinary Gardener – Sam Broughton
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2021-2022	Autumn 1 Topic: Superheroes Themes:	Autumn 2 Topic: Traditional Tales	Spring 1 Topic: Our Planet	Spring 2 Topic: Our Planet	Summer 1 Topic: Habitats	Summer 2 Topic: Dream Big!
Expressive Art and Design	<p>To know how to make representations of people, animals and objects using paint and collage materials.</p> <p>To know how to sing in a group.</p> <p>To know how to dance to music.</p> <p>To be a character from the story using small world toys.</p> <p>To know that there is a process to creating something starting with a plan.</p>	<p>To know how to mix colours to make different colours.</p> <p>To learn songs for a performance.</p> <p>To know how to stand and hold their arms whilst singing.</p> <p>To know how to follow actions to make a dance.</p> <p>To know how to play instruments along to a simple beat.</p>	<p>To know how to mix colours and add black and white correctly to get the colour they want.</p> <p>To know how to express their feelings about music.</p> <p>To know a song from another culture.</p> <p>To know how to observe an object and make a realistic representation.</p>	<p>To know a song from our culture and compare to a different cultural song.</p> <p>To know how to evaluate a design and suggest improvements.</p> <p>To know how to make a stable structure using a construction set.</p>	<p>To know how to use props and enhancements to support their role play.</p> <p>To know that movements link together to make a dance.</p> <p>To know different way of joining materials.</p>	<p>To know how to put three dance moves together to make a routine.</p> <p>To know what materials and tools would be best suited for assembling and joining.</p> <p>To know how I can improve my work and what has been successful.</p>
School Award	Creativity	Creativity	Creativity	Creativity	Creativity	Creativity
Key Texts:	<p>The Big Book of Families</p> <p>Superworm - Julia Donaldson</p> <p>Supertato - Sue Hendra &amp; Paul Linnet</p>	<p>The Colour Monster - Zones of Regulation</p>	<p>Handa's Surprise</p> <p>We're going on a Lion Hunt</p>	<p>See inside castles</p>	<p>Peter Rabbit</p>	<p>Super Duper You - Sophy Henn</p>



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