

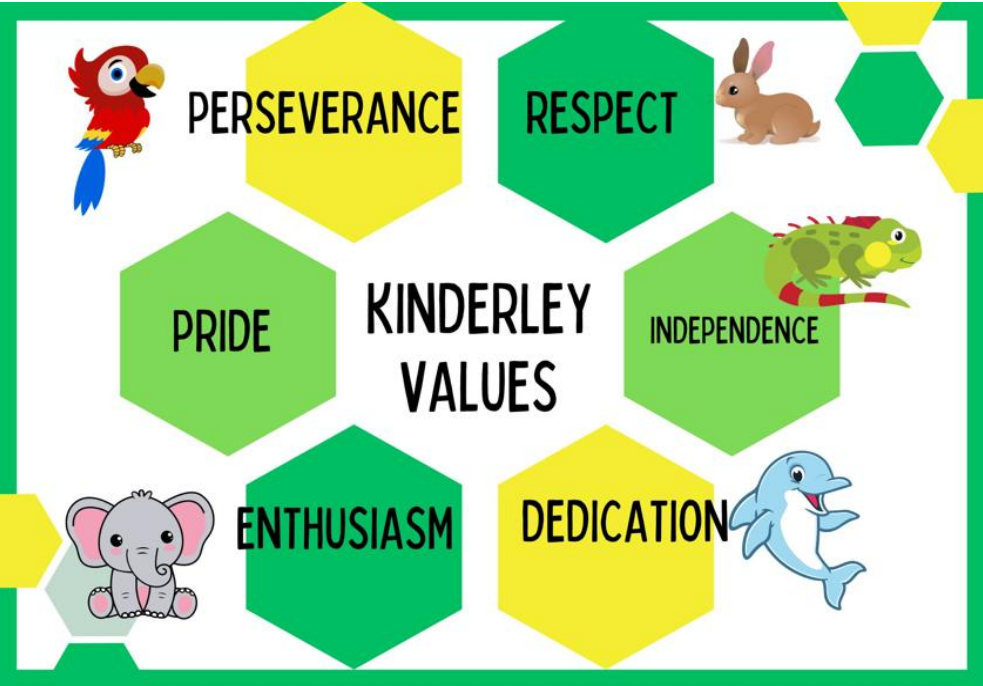


Nursery/Reception

Long Term Plan

2025-26

At Kinderley Primary School, we aim to ‘Make Learning Enticing for everyone’. Everything we do, from lessons, the learning environment both indoors and outdoors to visits and visitors form an exciting invitation to learn and grow. Our school strives to give every child the opportunity to be the best they can be. Children feel valued and cared for at school. The staff build strong relationships with both parents/carers and children, understanding that this is a key aspect of supporting each child. We teach literacy and maths using exciting and practical curriculums. Every child is an individual with their own ways of learning, we support this through provision of a variety of activities. We want children to begin their lifelong learning journey as happy, independent learners with a hunger to learn and the confidence to know that they can do anything they want to do and that we will support them.



The 3 Prime Areas	The New Early Years Framework 2021			Characteristics of Effective Learning
	Communication and Language			
	Listening, Attention & Understanding		Speaking	Playing and Exploring
	Personal and Social Development			
	Self-Regulation	Managing Self	Building Relationships	
	Physical development			
Gross Motor Skills		Fine Motor Skills	Active Learning	
The 4 Specific Areas	Literacy			Creating and Thinking Critically
	Comprehension	Word Reading	Writing	
	Maths			
	Number	Numerical Patterns		
	Understanding the World			
	Past and Present	People, Culture and Communities	The Natural World	
	Expressive Arts and Design			
	Creating with Materials	Being Imaginative and Expressive		



Nursery/Reception Long Term Plan Year B (25-26)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme <i>NB: themes may be adapted at various points to allow for children's interests</i>	I Wonder what makes me super?	Space Light and dark Christmas-celebrations	Houses and homes	Down on the Farm	Down in the jungle	Dinosaurs
Some of the Questions we will ask	What am I good at doing? How do I know what I am feeling?	Where is space? What is in space? Who went to space ? Where can I find light? Where can I find dark?	How is the city different to Wisbech? How can you travel to and around London?	How do plants grow? What do plants need to grow? What plants grow at Kinderley?	Where is the jungle? What lives in the jungle?	Are dinosaurs alive? What does extinct mean? Were dinosaurs real? How do we know?
Some of Our High Quality Texts	• The Colour Monster • Hug • Guess how much I Love You? • Only One You • The Way I feel • Feet are Not for Kicking	• Aliens love underpants • Non fiction text space • The darkest dark • How to catch a star • Toys in space • Whatever next • The Jolly Christmas Postman • Pete the cat saves Christmas • How to catch Santa	• The Three Little Pigs • Hansel and Gretel • Homes around the World • Home • Sharing a Shell • A House for Hermit Crab • The Lost Homework	• Farmer Duck • What the Ladybird Heard • Farmyard Hullabaloo • A Squash and a Squeeze • Cows in the Kitchen • Milk from Cow to Carton • Farm Animals	• Rumble in the jungle • Giraffes cant dance • Kaya's heart song • There is a tiger in the garden • Anna Hibiscus' Song • We are going on a lion hunt	• How to grow a dinosaur • The Dinosaur that Pooped a ... • Dragons, Dragons • Zog • Dragon Post • Stomp, Dinosaur, Stomp
Hooks/ Enrichment	National Poetry Day 5 th October	Diwali Day 12 th November Guy Fawkes / Bonfire	Chinese New Year 10 th February National	Mother's Day 10 th March World Book Day 7 th	Visit to a farm Caterpillars in	Finding fossils Making fossils Making a dinosaur



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	Learning in EYFS
Characteristics of Effective Learning (How we like to learn)	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
The Four Overarching Principles (What supports us as we learn)	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – we work together with families. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. Staff will be aware of children who need greater support than others and how this support can be provided.
The Importance of Play	Children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events which can engage and involve children for sustained periods. Early Years education should be as hands on as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. During play children can develop confidence as they learn to explore, to relate to those around them and build relationships, set their own challenges and solve problems. Children will learn as they lead their own play as well as taking part in play which is support and guided by adults.' Play can involve children learning to take risks, staff will ensure that they think about their own safety and that of others, asking them to consider if the activity is safe and what they can do to keep safe.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values (will be embedded throughout teaching and learning rather than a discrete subject) 	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are respected and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated, and we share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We understand that we have rules at school that we must follow. These keep everyone happy and safe. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We work together as a team.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and value their different ideas and opinions. We can play with who we want to play with. We listen with interest and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse country valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery and Reception Assessment	Teacher/TA assessed baseline data by end of term Reception - National Baseline data by end of term EYFS observation and team discussion	On track assessments from observation and play Pupil progress meetings Parents evening info EYFS team discussion Reception - Phonics assessments	On track assessments from observation and play GLD Projections for End Of Year EYFS team discussion Reception - Phonic assessments	On track assessments from observation and play Pupil progress meetings Parents evening info EYFS team discussions End of term Assessments Reception - Phonics assessments	On track assessments from observation and play Pupil progress meetings EYFS team discussion Reception - Phonics assessments	Pupil progress meetings Reports Reception - Phonics assessments EYFS team discussion Reception - End Of Year data ELG/GLD
Parental Involvement	Class Dojo involvement Reading bear ceremony for Reception	Class Dojo involvement Nativity Parents Evening Stay and play sessions Reading workshop Reception	Class Dojo involvement Stay and play sessions Maths Workshop	Class Dojo involvement Stay and play sessions Parents Evening Easter crafts and bonnet parade Writing workshop	Class Dojo involvement Stay and play sessions Reading workshop	Class Dojo involvement Stay and play sessions Parents Evening End of year family Picnic Meet the teacher



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language 	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (DfE Development Matters July 2021)					
Whole class Focus – C&L is developed throughout the year through high quality interactions, adult modelling and extending, daily group discussions, Jigsaw discussions, singing, , acting out stories, listening to and talking about stories to build familiarity and understanding. Learning rhymes, poems and songs. speech and language interventions, Daily story time using high quality texts provide opportunities to ask and answer questions, predict what will happen next, explain new vocabulary	We will be learning about our own superpowers through talking about them with each other. We have listened to a story we will consider who the characters are, the scenes and what we think might happen next. We will talk about people who inspire us, live with us and are part of our home and school families. As a class we will think about what we are good at, what we would like to be better at. We will learn new vocabulary including family, feelings, emotion skill	We will learn and recite rhymes and poems based on traditional tales. We will discuss why stories are important. We will talk about how stories make us feel. We will ask questions about what is different between two versions of the same story. We will talk about and describe various celebrations and why they are important to different people. We will learn and use new vocabulary about stories such as beginning, middle, end, character, setting.	We will talk about how instructions can help us for example how to make an igloo. We will discuss how to write a weather report. We will ask and answers questions about the weather. We will discuss the weather around the world and how the weather causes different landscapes. We will use non-fiction texts to support our learning and answer our questions. We will learn and use new vocabulary such as flurry, sleet, storm.	We will share what we know about the area in which we live and cities such as Norwich and London. We will talk about how to get to London from Kinderley. We will talk about our own homes and how they differ from our friends. As a class we will learn and use new vocabulary including town, city, village, transport, dessert, forest, jungle.	We will talk about different farm produce and what types of insect and animals we could see on a farm. We will talk about how plants grow and revisit the weather words we have learnt. We will retell and act out stories based on farms. We will ask and answer questions about weather, seasons, animals and plants. We will describe how a plant grows using new vocabulary such as seed, root, stem, shoot.	We will talk about how we have changed over the past year and since birth. We will talk to our families about how their childhood was different to ours. We will discuss our worries about moving on to a new year group and listen to those of our friends. We will learn and new vocabulary including past, relative, anxious.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development 	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (DfE Development Matters July 2021)					
Reception PSE will be on going learning throughout the year. Adults will support children in developing skills and strategies to become good friends, understand their feelings and emotions and how to manage difficult situations. Cambs PSHE scheme	Getting to know each other Recognising my emotions Behavioural expectations in the class and school. Boundaries set Class rules discussed Independence - how to wash hands properly. Why and when we need to wash our hands. Beginning and belonging	Learn what it means to be respectful and to be treated with respect Learning about different celebrations and cultures Independence - taking off and putting on own socks, shoes and coat. emptying snack rubbish into bin, cups/bowls in sink My emotions Me and my world	How to continue to be a good friend What do I want to be when I grow up. How will I achieve this? What do I want to be able to do at the end of this school year. What can I do to meet my goal? Independence - taking of my jumper and hanging belongings on coat peg. Families and friends Identify and diversity	What it means to eat healthily: making fruit kebabs/making a fruit smoothie. Devising a new snack menu. How can I keep my mind healthy as well as my body. Why are sleep, exercise and rest important? Independence - filling own water bottle. Keeping safe	What should I do if I see a friend who is upset or hurt. How can I be a better friend? Do I have to like everyone? Being kind to living creatures Taking care of animals (frogs/butterflies) Independence - washing own water bottle at the end of the day. Ensuring I pack all of my belongings to take home. Healthy lifestyles	Did I achieve my goals for the year? How have I changed over the year? Moving on to Year 1. What am I worried/unsure about? Independence - cutting my own food at lunch/snack time. My body and growing up
Nursery	Getting to know each other. How to be a good friend. Exploring feelings.	Using kind words and how this makes us feel. How making others happy can	Why is it important to try new things or things we find difficult.	Being healthy. How does school keep us healthy. what healthy things to we	Good friends. What do we like about our friends. Feelings and emotions	What will change in Reception. How to keep trying and not giving up as we face



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence . (DfE Development Matters July 2021)					
Gross motor PE sessions (with POSH using Get Set for PE) Daily gross motor opportunities i.e., squiggle while you wiggle, cosmic yoga	Fundamentals Sending and receiving	Invasion games Gymnastics	Ball skills Dance	Striking and fielding games Fitness	Athletics	Target games
	Continuous Provision – large climbing equipment, crates, planks, trikes, balance bikes, tyres, balls. Opportunities to travel around the space safely.					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine motor Daily opportunities for Fine Motor Activities as well as dough disco and finger movement sessions Nursery	Developing fine motor skills Whole hand grasp when holding a pencil/paint brush Draw lines and circles using gross motor movements	Developing muscle enables mark making using a variety of tools including crayons and pencils. Begin to use one handed tools to change materials Take off shoes Put on own coat with little support.	Begins to handle tools, objects, construction and malleable materials with increasing control Begins to represent things through mark making and can explain what they are. Holding small Items. Attempts to put on own shoes	Builds and balances using construction pieces Moves on from whole hand grip and may use four fingers and a thumb. Makes marks to represent their name Can form a ball or sausage using dough	Begins to form the initial letter of their name Begins to cut along a straight line with scissors May draw more recognisable images	Cut out a shape using scissors Begin to draw diagonal lines. Draw pictures that are recognisable Build using smaller linking blocks e.g. Lego
Reception	Manipulate objects with good fine motor skills Developing a tripod grip using Nip, Grip, Flip Draws a picture of a person with basic features i.e. head, arms, legs. May not yet be in proportion Begin to follow mnemonics for correct letter formation	Use tools to effect changes to materials Begin to show preference for dominant hand Teach and model correct letter formation. Taking shoes off /putting them on. Doing up coat.	Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Draws images that are recognisable Begins to be able to undo buttons.	Hold pencil effectively with comfortable grip Forms recognisable letters most are correctly formed	Develop pencil grip and letter formation is consistent Use one hand consistently for fine motor tasks Can cut along a curved line, like a circle	Start to colour inside the lines of a picture Form letters correctly of a consistent size, begins to write on lines.
	Continuous Provision - Threading, cutting, weaving, playdough, tweezers, mark making materials, scissors, hole punches					



Nursery/Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Reading 	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) (DfE Development Matters July 2021)					
Comprehension Nursery	Listen to short picture books Be able to retell a short story	Begin to answer who questions about the characters in a book i.e. who ate the porridge?	Begin to answer what happened questions about a story i.e. what happened when Goldilocks sat on baby bears chair?	Begin to answer questions about where stories took place (scene) i.e. where was the bears house?	Begin to answer when questions about a story or character i.e. when goldilocks had eaten the porridge what did she do next?	Engage in extended conversations about stories, learning and using new vocabulary. Retell detailed versions of stories they are familiar with.
Reception	Show a preference for a book, song or rhyme.	Talk about events and characters in a story. Join in with rhymes and stories. Fill in missing words from well-known rhymes.	Show interest and answer questions about the text. Use words that they know to check their reading makes sense.	Can demonstrate understanding when talking about what they have read. They can repeat words or phrases to check reading.	Begins to notice if reading makes sense and sounds right Makes links with what they already know to help when reading Says some rhymes by heart Sometimes notices errors Knows that illustrations can help make sense of reading	Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Reading  Nursery	Knows how to turn the page of a book Recognises logos such as shop and product names	Knows that a book has a front and a back cover Understands that there are two types of book, one for information and one for stories	Knows that a book has a spine. Knows that the title is the name of the book and that the blurb can tell us about the book or entice us to read the book.	Understand the five key concepts of print - that print has meaning, the different parts of a book, sequence of pages, read from top to bottom, left to right of the page, print can be used for different purposes.	Begin to learn sounds orally through linking with picture cards. Hear initial sounds in words and group objects that begin with the same sound. Spot and suggest words that rhyme	Begin to learn sounds orally through linking with picture cards. Hear initial sounds in words and group objects that begin with the same sound. Begin to hear how sounds make up words (oral blending) Count or clap syllables in a word Recognises their name in print
Reception Phonics — taught through Read, Write, Inc	Handles books correctly and follows print left to right, top to bottom Locates the title Segments and blends words orally Recognises words that rhyme Begin to learn set 1 phonic sounds. Begin to orally blend CVC words.	Links some sounds to letters and is beginning to blend and segment in order to read vc and cvc words Begins to match spoken word for some common words Reads some red words	Recalls the title Reads vc and cvc words with 1:1 correspondence Reads some red words Links most set 1 sounds to letters Reads simple words by blending sounds and checks what they have read makes sense and sounds right Begins to learn set 2 sounds	Reads and understand simple sentences Uses phonic knowledge to read and decode regular words Read many red words Recognises and say most set 2 sounds	Says a sound for each letter in the alphabet and at least 10 digraphs (ELG) Reads words consistent with their phonic knowledge by sound blending (ELG) Re-reads books showing increased accuracy and fluency	Reads books that are at an appropriate level for their phonic knowledge Identifies red words in a variety of texts



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Writing  Nursery	May make marks in their play using a variety of materials, using lines and circles	Can tell someone else what the marks they have made represent	Can talk to someone else about the drawings they have created	Writes to enhance role play i.e. making squiggly lines on a shopping list for a party following a left to right direction	Begins to represent letters in their writing using letter like shapes	Writes some or all of the letters in their name. May use some letters to represent things correctly i.e, writing m for mummy May write strings of letters that do not create words.
Reception	Children will be able to write their name independently. Writing for a purpose in role play area or labelling own work or creations. Writing initial sounds of family members names.	Letter writing to Father Christmas, writing birthday and christmas cards, labelling characters and ingredients, captions for characters Beginning to write tricky words such as I, me, the Writing initial sounds Beginning to write CVC words.	Writing about the weather, labelling clothing, writing the names of the 12 animals in the Chinese Zodiac Talking about what they have written Beginning to use adjectives with support Beginning to write rhyming CVC words Beginning to write simple sentences with support	Writing a card for mothers day, create own story maps with support, caption writing for known stories, making own books, labelling maps, beginning to write character descriptions. Order the Easter story using first, next, then , finally. Writing tricky words correctly in sentences	Writing about farm animals, how to care for animals, label an animal life cycle, label parts of a plant retell of visit to farm Beginning to use finger spaces in sentences. Form lower-case and some capital letters correctly. Beginning to use a full stop to end a sentence.	Writing a short story, using first, then. next, finally to retell a story, labelling characters, .writing about themselves for new teacher. Writing sentences that can be read by themselves and others Remembering to use full stops, capital letters and finger spaces.
Continuous Provision to support writing development	Fine motor activities, adults will model, encourage and support correct writing grip, opportunities to mark make and write throughout the setting, inside and out, printed name strips for children to use to label work and practise name writing, adults to support and find opportunities for children to write or practise mark making in a variety of ways.					



Nursery/Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths 	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (DfE Development Matters July 2021)					
Nursery	Maths in nursery begins through the provision of a wide variety of resources in child-initiated learning. The adult will support and model key vocabulary and skills where necessary. The resources are available both inside and outside the classroom for the children to revisit independently to consolidate their learning. Children are encouraged to notice and discuss what they see for example a group of three ladybirds, the stripy pattern on a tiger. Adults may ask children to play games or sing rhymes to introduce, develop and practise number.					
	Colours, matching, sorting,	Number 1, number 2 Pattern	Number 3, Number 4 Number 5	Number 6 Height and Length, mass. capacity	Sequencing, positional language, more than, fewer than, 2D shape, 3D shape	Number composition, what comes after, what comes before, Numbers to 5
Reception (White Rose Maths)	First 3 weeks: baseline assessments Just Like Me Match, sort and compare Measure and patterns	It's Me 1,2,3 Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & 1,2,3,4,5 Shapes with 4 sides	Alive in 5! Mass and capacity Growing 6,7,8 Learning about 6,7 and 8 Length, height and time	Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise Build a map Make connections

It is our aim that children will experience maths in all areas of learning and play. Adults will support and extend their mathematical thinking so that learning is relevant and real.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing 	Although technology is no longer part of the EYFS framework at Kinderley we still feel that it is an important part of children's learning, as such children will be exposed to the use of technology within the classroom and learn about how to keep safe whilst online. We want children at Kinderley to: -have had their lessons brought to life through ICT -know that technology can support their learning -know about the safe use of the internet before accessing online material and know who to turn to for help when needed E-Safety will be taught specifically as well as revisited periodically. Children will know and understand that they need to consider how to keep themselves safe online and what to do if they feel unsafe. Children will learn that not everything they see on the internet is true/real.					
Nursery	Children in nursery will have the opportunity to use real life technology through their play for example using old phones, computers and cameras in role play, using an ipad to take a picture of their creations. Online games will be used to enhance and support their understanding of what has been taught i.e. using numblocks games on cbeebies or pairs games. Interactive and informative programmes will be used to share learning.					
Reception	Identify everyday technology and talk about how technology is controlled Make marks on an ipad to communicate their ideas Learn how to take a picture using a camera or an ipad.	Know that ICT may be used to communicate information electronically i.e. an email to Father Christmas Learn to navigate their way around an iPad and operate several apps confidently Understand the basic functions of an iPad (home button, lock button and volume buttons)	Use a range of devices to record information in a range of formats (text, image, sound) Interact with multimedia software: children to send a video to parents on tapestry. Understand how technology helps predict the weather. Record each other telling the weather forecast.	Identify how technology is used to share information (Google Maps) Use recordable clip boards to support them in remembering their sentence when writing. Use the ipad to record a journey to the church and park.	Use video and photographic records to see change over time Use ipads to record a news report about the three little pigs. Use a stop motion app to create a story using props and characters.	Make a digital collage using photos of themselves in each year of their life. E-safety Basic controls Beginning coding (using studio code)



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world 	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (DfE Development Matters July 2021)					
Religious Education Nursery	Who is special to them, why?	Different celebrations Why do we celebrate Christmas?	Different celebrations around the world Not everyone celebrates the same events	Easter representations	Stories from around the world	What places do they like to go to, why? What is special about those place.
Reception	Special People What makes people special? Religions covered – Christianity and Judaism	Christmas What is Christmas? Concept – Incarnation Religion covered - Christianity	Celebrations How do people celebrate? Religion covered - Hinduism	Easter What is Easter? Concept – Salvation Religion covered - Christianity	Stories What can we learn from stories? Religions covered – Christianity, Islam, Hinduism, Sikhism	Special Places What makes places special? Religions covered – Christianity, Islam, Judaism
Learning all about Our World	Forest school – getting to know the forest plants Technology – taking photos of the plants, using apps and web browsers to identify them Diwali - how and why is it celebrated and by whom	Forest School – how the forest is changing with the seasons Technology – photographing the changes observed, using the internet to find out what happens to animals and plants as the weather becomes colder.	Forest School – how can we protect the forest, school site and village Technology – using apps to see the weather. Recording our own weather forecasts. Weather – recording and measuring the weather Chinese new year – why is Chinese New Year different to the one we celebrate? How is Chinese New Year celebrated?	Forest school – signs of Spring Technology – photographing the changes in the forest/school grounds Virtual London Sightseeing Tour Comparing the village to Wisbech, Norwich and London	Forest School – studying the insect life in the forest Technology - taking photos of the insects, using apps and web browsers to identify them. Create a visual growth diary of the sunflower seeds planted Walking around the village to compare the gardens and what is growing. Growing own vegetables to eat	Forest school – pond dipping Technology - taking photos of the animals and plants found, using apps and web browsers to identify them. Using the internet to see how toys and schools have changed over time Finding out about their parents childhood.



Nursery/Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design  Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures, Work will be displayed in the classroom links to Fine Motor Skills. Children to explain their work to others. All EYFS children	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (DfE Development Matters July 2021)					
	Beginning to mix colours Build stories around toys (small world). Using available props to support role play Build models using various construction equipment. Junk modelling, children take picture of their creation, explaining what they did.	Use different textures and materials to make firework pictures Leaf rubbing Christmas crafts, cards and poems Diwali Rangoli patterns Retelling stories using puppets Using different techniques for joining materials, i.e. tape, string and glue Role Play of The Nativity	Explore how colour can be changed Talk about and compare artists. Making lanterns, Chinese writing, shadow puppet making. Make a snowman using dough	Make different textures; make patterns using different colours Design and make a safe house for the three little pigs Retell and act out the story of the three little pigs Mother's Day crafts Easter crafts printing, patterns on Easter eggs	Explore ways to protect the growing of plants i.e. by designing and making scarecrows. Shadow drawing of farm animals Drawing pictures of flowers	Father's Day Crafts Making models from recycled materials: link to keeping our sea clean
Reception	Draw, then paint a self-portrait Compare and recreate portraits by Picasso and Chuck Close Primary and secondary colours	Compare and recreate natural art by Andy Goldsworthy and tree artist Axel Erlandson. Look at using dots in art Yayoi Kusama	Study and recreate (in flour or salt) work by Simon Beck	Study how architects design buildings such as Richard Rogers - Lloyds building London. Design and draw a new school building for Kinderley.	Create collaboratively: making 3d flowers from papier mache: Comparing and recreating Sun flowers Van Gogh, A Sunflower from Maggie Georgia O'Keeffe and Flowers Andy Warhol	Self portrait using clay like artist Robert Arneson 3D sculpture/creations



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music  Nursery (musicandmovement.org) Music and singing will also be incorporated through various daily activities and provision of musical instruments to explore.	Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. (DfE Development Matters July 2021)					
	Autumn Learn songs about leaves and use actions to support Autumn themed songs Making and using stick claves	Soldiers Marching to a beat Marching with instruments to the beat Learn Soldier, soldier won't you marry me, The Grand Old Duke of York	Opposites Singing or playing instruments loud/quiet, fast/slow Listen to songs that change pace i.e. live and let live, oh so quiet, Felix Mendelssohn - a midsummer nights dream	Scary Lions Jungle Journey Moving in different ways to the beat What is a tempo Song - we're going on a lion hunt Make and use an african spinning drum	Jack and the Beanstalk Moving to different types of music Using shaky eggs in time to a chant Changing words to a familiar chant	A Trip to the Zoo Moving like different animals Listening to classical instrumental music Introducing the wave drum Learning animal action songs
Reception (Charanga)	Me! Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. Join in singing songs and rhymes Exploring sounds and how they can be changed, tapping out of simple rhythms	My Stories Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. Learning and performing Christmas Songs	Everyone! Listen and Respond. Explore and Create - initially using voices only but building to using classroom instruments too. Singing - nursery rhymes and action songs - building to singing and playing. Share and Perform music from around the world. Listening to Chinese music and composition	Our World Listen and Respond. Explore and Create - initially using voices only but building to using classroom instruments too. Singing - nursery rhymes and action songs - building to singing and playing. Share and Perform music related to the world around us. Learn London Bridge is falling down. Add actions to accompany the words. Encourage children to create their own music.	Big Bear Funk Listen and Appraise. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments. Perform and Share Learn songs about growing plants such as the farmer plants the seeds	Reflect, Rewind and Replay Consolidation of learning and contextualising the history of music Learn different rhymes and songs such as Jack be Nimble.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography 	Creating simple maps of where they live Maps from stories i.e. someone bigger	Creating maps of stories. Where in the world are different celebrations	Seasonal and daily weather patterns. Is the weather the same across the world? Why?	Village, town, city comparisons. Compass points NSEW. Physical features of houses	Map of planting. Map of a farm. Do all farms grow the same crops?	Creating maps of their journey to school. Pirate travels
History 	Family tree	How stories can show us what has happened in the past.	Significant individuals – Sir Walter Herbert, Scott of antartica	How old is Tydd St Giles? When was the school built?	How old is the oldest plant? How do we know? Have farmers always used tractors?	Changes in living memory, the car– Henry Ford, planes - wright brothers Blackbeard the pirate

Development Matters 0-3 years

Check termly to ensure progression (holistic/best fit judgements)

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Pronounce: - /r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently.	• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeezing themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns	Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people.	Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.

Development Matters 3-4 years

Check termly to ensure progression (holistic/best fit judgements)

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they g	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately.	Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describ	Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Explore how things work Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Reception ELG

Early Learning Goals – for the **end of the year** (holistic/ best fit Judgement)

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
ELG: 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 ELG: 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.	ELG: Self-Regulation 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. ELG: Managing Self 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. ELG: Building Relationships 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.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: 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.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: 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. ELG: 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. ELG: 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	ELG: Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive 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.

End of Year Expectations Year 1

English	Mathematics	Science	Humanities		Religious Education	Arts and Design
Reading Hear and recognize all 40+ phonemes Match all phonemes to their grapheme Identify all 40 graphemes in reading Know that an apostrophe represents omitted letters Find and read word contractions Read compound words i.e.. football Say whether they agree with others' ideas Recognise repeated or patterned language Know some rhymes and poems by heart Discuss the meaning of unfamiliar words Know that stories have a similar pattern of events Make links between stories Make links between characters Answer retrieval questions Use information from a story to support opinion Understand that writers can leave gaps for readers to fill Answer Inference questions Writing Name the letters of the alphabet in order Correctly form lower case and capital letters Use letter names to show alternative spellings of the same phonemes Spell words that use suffixes for plurals Write dictated sentences from memory Sequence sentences to form short narratives Sequence sentences in chronological order to recount an event or experience Use conjunctions other than and Use relevant words in context, using word banks to support this Use adjectives to add detail Use capital letters for the names of people, places and days of the week Write a poem	Number and Place Value Count to and across 100, forward and backward, beginning with zero or 1, or from any given number Count in multiples of 2s, 5s and 10s Read and write numbers to 100 in numerals Read and write numbers from 0-20 in words Identify 1 more and 1 less when given a number Addition and Subtraction Solve one step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems Add and subtract 1 digit and 2 digit numbers to 20 including zero Multiplication and Division Solve one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Fractions Recognise, find and name a half as two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measures Compare, describe and solve practical problems for – lengths and heights, mass/weight, capacity and volume, time Measure and begin to record lengths and heights, mass/weight, capacity and volume Tell the time to half past, draw hands on clock face to show this Geometry Recognise and name common 2D and 3D shapes Describe position, direction and movement, including half and three-quarter turns	Animals, including humans Identify and name a variety of common animals Identify and name a variety of common carnivores, herbivores and omnivores Sort living and non-living things Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat Identify, name and label the basic parts of the human body and say which part is associated with each sense. Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Know, name and label the petals, stem, leaves and root of a plant Know, name and label the roots, trunk, branches and leaves of a tree Everyday Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock Describe simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their physical properties Seasonal Change Name the four seasons Know about the type of weather experienced in each season Working Scientifically Asking simple questions and recognising they can be answered in different ways Observing closely using simple equipment Performing a simple test i.e. which materials keep tea the warmest? Know if the test has been successful and say what has been learned Identifying and classifying Using their observations and ideas	Geography Locational Knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four capital countries and capital cities of the United Kingdom and the three surrounding seas Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of their local area and comparing this with a non-European country Know features of hot and cold places Human and Physical Geography Identify seasonal and daily weather patterns in the UK Know which is the hottest and coldest season in the UK Know and recognise weather symbols Know the location of hot and cold areas of the world in relation to the Equator and North and South Poles Use basic geographical vocabulary to refer to key physical features including – beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation. season and weather. And key human features including – city, town, village, factory, farm, house, office, port, harbour and shop Know the main differences between city, town and village Skills and Fieldwork Use world maps, atlases and globes to identify the UK as well as the countries, continents and oceans Use simple compass directions (North, South, East, West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map Know where the Equator, North and South Poles are on a globe Know their home address including postcode Use aerial photographs to recognise	History		