

# CUTENHOE HILL PRIMARY SCHOOL AND NURSERY

## Reception Long Term Plan/Curriculum Map 2025-2026



Prime Areas - Communication and Language, PSED, Physical

Knowledge and Understanding of the World - History/Significant Events, Welly Wednesday/Nature/Geography/Science, Festivals/Celebrations.

EAD

Literacy

Mathematics

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| Sharing        | Good Manners    |
| Helpfulness    | Honesty         |
| Growth Mindset | Self-regulation |
| Independence   | Respect         |
| Kindness       | Responsibility  |

**Growth Mindset - Be positive**

**Be Kind**

**Be Safe**

|  | Curriculum Themes  | <b>Autumn 1</b><br><b>(3.9.25-24.10.25(7 weeks 3 days)</b><br>WMH, CD, SS/LT, WWA<br>Be Positive<br>Be Safe<br>Sharing,<br>Good Manners,<br>Helpfulness<br>Honesty<br>Self-regulation<br>Independence<br>Kindness  | <b>Autumn 2</b><br><b>(4.11.25 - 19.12.25)</b><br><b>(7 weeks)</b><br>WMH, CD, SS/LT<br>Growth Mindset _Positive<br>Respect - Kind<br>Responsibility   | <b>Spring 1</b><br><b>(6.1.26 - 13.2.26)</b><br><b>(6 weeks)</b><br>CD, WMH<br>ValuesSchool rules are revisited throughout the year if there is need or as reminders   | <b>Spring 2</b><br><b>(23.2.26 30.2.26)</b><br><b>(5 weeks)</b><br>ENV, WMH  | <b>Summer 1</b><br><b>(13.4.26 - 22.5.26)</b><br><b>(6 weeks)</b><br>ENV, WMH  | <b>Summer 2</b><br><b>(1.6.26 - 20.7.26)</b><br><b>(7 weeks 1 day)</b><br>WWA, ENV  |
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| <b>Enhanced Environment</b><br><br><b>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision.</b><br><br><b>Well Being and Behaviour For Learning</b> | Environment - linked to ECO schools - ENV<br>Engineering - ENG<br>Celebrating Diversity - CD<br>Our School and our town - SS/LT<br>World of work and ambition - WWA<br>Wellbeing and Mental Health - WMH | <b>All About Me</b><br>New Beginnings<br>Starting school - my new class<br>Rules and Routines<br>Settling in<br>Playing co-operatively<br>What am I good at? -<br>What do I like to play with?<br>Children's choice<br>All About Me -<br>Display board<br>Construction etc<br>Role Play<br>Dinosaurs<br>Cars<br>Understanding Emotions - PSHE<br>How do I make others feel?<br>Being kind/staying safe<br><br>Staying healthy -<br>Food - Human body/dental care | <b>Terrific Tales</b><br>Traditional Tales<br>Little Red Hen Harvest<br>Children's favourites<br>Familiar tales<br><br>The Nativity<br>At the Panto<br>Christmas Lists - Toys (history)<br>Letters to Father Christmas<br><br>Outdoor Learning eg:<br>Welly Wednesday<br>Bikes<br>Climbing Equipment<br>Playground - gross motor skills<br><br>Creative -<br>Christmas painting/collages<br>Christmas cards/activities | <b>Where in the World</b><br>Safari<br>Climates / Hibernation<br>Night and day animals<br>Where do my family live in the world?<br>Where in the World shall we go?<br><br>Number Week<br>Phonics Week<br><br>Outdoor Learning eg:<br>Welly Wednesday<br>Bikes<br>Climbing Equipment<br>Playground - gross motor skills | <b>Come Outside - Mini-Beasts/Life Cycles</b><br>Life cycles<br>Mini Beasts<br>Mini Beast Arts and crafts<br><br>Outdoor Learning eg:<br>Welly Wednesday<br>Bikes<br>Climbing Equipment<br>Playground - gross motor skills | <b>New Life - Planting seeds, Animals</b><br>Planting Seeds<br><br>Animals around the world<br>Animal and their young<br>Climates / Hibernation<br>Down on the Farm<br>Animal Arts and Crafts<br>Animal patterns<br>Night and day animals<br><br>Outdoor Learning eg:<br>Welly Wednesday<br><br>Compare town and country environments - share pp and photos, Go outside and look for features of town/country. Where do we live etc<br><br>Christian Creation Story -<br>Islamic - Bilal and Beautiful Butterfly | <b>People Who Help Us</b><br>Under the sea<br>Off on holiday clothes<br>Send me a postcard!<br>Fossils - Mary Anning<br>Seaside - life guards, life boats RNLI<br>Seaside art<br>Paintings of plants etc<br>life guards, life boats<br>RNLI<br>Firefighters<br>Policemen<br>Nurses<br>Doctors<br>Postman<br><br>Outdoor Learning eg:<br>Welly Wednesday<br>Bikes<br>Climbing Equipment<br>Playground - gross motor skills |

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|  |  | <p>How have I changed?<br/>My family - PSED focus</p> <p>Outdoor Learning<br/>eg:<br/>Signs of Autumn<br/>Bikes<br/>Climbing Equipment<br/>Playground - gross motor skills</p> <p>Creative -<br/>Painting Leaves<br/>Mixing colours<br/>Conker rolling</p> |  |  |  | <p>Link to Caterpillars in class, bug. hunt, taking care of the environment.</p> |  |
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|   |  | <b>Autumn 1</b><br><b>(4.9.24- 5.10.24)</b><br><b>(7 weeks 3 days)</b>   | <b>Autumn 2</b><br><b>(5.11.24 - 20.12.24)</b><br><b>(6 weeks 4 days)</b>   | <b>Spring 1</b><br><b>(7.1.25 - 14.2.25)</b><br><b>(5 weeks 4 days)</b>   | <b>Spring 2</b><br><b>24.2.25 -4.4.25)</b><br><b>(6 weeks)</b>  | <b>Summer 1</b><br><b>(22.4.24 - 23.5.24)</b><br><b>(5 weeks)</b>   | <b>Summer 2</b><br><b>(2.6.25 - 22.7.25)</b><br><b>(7 weeks 2 days)</b>  |
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| Literacy Texts  |  | If You're Happy and You Know It! (multicultural version of the traditional song)<br>Feather in my Pocket   | Gingerbread Man<br>Christmas Story  | Poetry - Isn't it Funny<br>How a Bear likes Honey<br>We're Going on a Bear Hunt   | Very Hungry Caterpillar<br>Life Cycle of Butterfly (non-fiction)  | The Enormous Turnip<br>The Pirate Who Came to Tea   | The Lost Duck<br>Dear Zoo  |
| <b>Outcome</b><br><b>Reception skills and Knowledge</b> |  | Listening to and identifying sounds in the environments. <b>(Au1)</b><br><br>Listening to and hearing initial sounds in familiar words. <b>(Au1)</b><br><br>To identify sounds on a sound mat. <b>(Au1)</b><br><br>Listens to familiar stories and able to recall some facts. <b>(Au1)</b><br>Knowing that words can be written. <b>(Au1)</b><br><br>Listens to familiar stories and able to recall some facts. <b>(Au1)</b><br>Knowing that words can be written. <b>(Au1)</b><br><br>Knowing the sounds that the taught letters make. <b>(Au1)</b><br><br>Knowing what the taught letters looks like. <b>(Au1)</b> | Listening to and hearing sounds in CVC words. <b>(Au2)</b><br><br>To identify sounds on a sound mat and to use this when writing. <b>(Au2)</b><br><br>Listens to familiar stories and able to recall facts. <b>(Au2)</b><br><br>Knowing that words can be written. <b>(Au2)</b><br><br>Knowing the sounds that the taught letters make. <b>(Au2)</b><br><br>Knowing what the taught letters looks like. <b>(Au2)</b><br><br>Knowing how to write the taught letters. <b>(Au2)</b><br><br>Recognising taught HFW in text. <b>(Au2)</b><br><br>Knows how to sequence familiar stories. <b>(Au2)</b> | To think of and write a short, simple sentence. <b>(Sp1)</b><br><br>Listening to and hearing sounds in CVC and CVCC words. <b>(Sp1)</b><br><br>Identifying sounds on a sound mat. <b>(Sp1)</b><br><br>Listens to stories and is beginning to anticipate what may happen next. <b>(Sp1)</b><br><br>Knowing that words can be written. <b>(Sp1)</b><br><br>Knowing the sounds that the taught letters make. <b>(Sp1)</b><br><br>Knowing what the taught letters looks like. <b>(Sp1)</b><br><br>Knowing how to write the taught letters. <b>(Sp1)</b> | To think of and write a short, simple sentence. <b>(Sp2)</b><br><br>Listening to and hearing sounds in CVC and CVCC words. <b>(Sp2)</b><br><br>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Sp2)</b><br><br>Listens to stories and is beginning to anticipate what may happen next. <b>(Sp2)</b><br><br>Knowing the sounds that the taught phonemes make. <b>(Sp2)</b><br><br>Knowing what the taught phonemes look like. <b>(Sp2)</b> | To think of and write a short, simple sentence. <b>(Su1)</b><br><br>Listening to and hearing sounds in CVC and CVCC words. <b>(Su1)</b><br><br>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su1)</b><br><br>Checking written work and making any changes where necessary. <b>(Su1)</b><br><br>Listens to stories and is beginning to anticipate what may happen next. <b>(Su1)</b><br>Knowing the sounds that the taught phonemes make. <b>(Su1)</b><br><br>Knowing what the taught phonemes look like. <b>(Su1)</b> | To think of and write a short, simple sentence. <b>(Su2)</b><br><br>Listening to and hearing sounds in CVC and CVCC words. <b>(Su2)</b><br><br>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su2)</b><br><br>Checking written work and making any changes where necessary. <b>(Su2)</b><br><br>Knowing the sounds that the taught phonemes make. <b>(Su2)</b><br><br>Knowing what the taught phonemes look like. <b>(Su2)</b><br><br>Knowing how to write the taught letters. <b>(Su2)</b><br><br>Recognising taught HFW in text. <b>(Su2)</b> |

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|                            |  | <p>Knowing how to write the taught letters. <b>(Au1)</b></p> <p>Knows how to sequence familiar stories. <b>(Au1)</b></p>   |   | <p>Recognising taught HFW in text. <b>(Sp1)</b></p> <p>Knows how to spell some familiar words. <b>(Sp1)</b></p>   | <p>Knowing how to write the taught letters. Recognising taught HFW in text. <b>(Sp2)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Sp2)</b></p> <p>Knows how to spell some familiar words. <b>(Sp2)</b></p> | <p>Knowing how to write the taught letters. <b>(Su1)</b></p> <p>Recognising taught HFW in text. <b>(Su1)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su1)</b></p> <p>Knowing that sentences can be extended by using a connective. <b>(Su1)</b></p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. <b>(Su1)</b></p> <p>Knows how to spell some familiar words. <b>(Su1)</b></p> | <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su2)</b></p> <p>Knowing that sentences can be extended by using a connective. <b>(Su2)</b></p>                    |
| .0.00<br><b>Objectives</b> |  | <p><u>Literacy (3&amp;4 year)</u></p> <p>Develop their phonological awareness, so that they can:<br/>spot and suggest rhymes<br/>count or clap syllables in a word</p> | <p><u>Literacy (3&amp;4 years)</u></p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Use a wider range of vocabulary.</p> <p>Use longer sentences of four to six words.</p> | <p><u>Literacy (Reception)</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> | <p><u>Literacy (Reception)</u></p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up</p>   | <p><u>Literacy - ELG: Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p>  | <p><u>Literacy - ELG: Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> |

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|  |  | <p>recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Understand the five key concepts about print:<br/>print has meaning<br/>print can have different purposes<br/>we read English text from left to right and from top to bottom<br/>the names of the different parts of a book page<br/>sequencing<br/>page sequencing</p> <p><b>CAL 3&amp;4</b><br/>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> | <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p><b>Literacy (3&amp;4)</b><br/>Use some of their print and letter knowledge in their early writing. For example: writing initial sounds on sequencing characters document.</p> <p>Write some or all of their name.<br/>Write some letters accurately.</p> <p><b>CAL (3&amp;4)</b><br/>Use a wider range of vocabulary.</p> <p><b>EAD (3&amp;4)</b><br/>Remember and sing entire songs</p> <p><b>UTW (3&amp;4)</b><br/>Continue to develop positive attitudes about the differences between people.</p> <p><b>UTW (Reception)</b><br/>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p><b>Physical 3&amp;4</b><br/>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> | <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>Reception age - CAL</b><br/>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs</p> <p>Engage in storytimes.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b>UTW -Reception age</b><br/>Talk about members of their immediate family and community.</p> | <p>of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p> <p><b>Reception age- CAL</b><br/>Engage in storytimes<br/>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> | <p>Anticipate - where appropriate - key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Literacy - ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p><b>Literacy - ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others</p> <p><b>CAL - ELG: Listening, Attention and Understanding</b><br/>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and</p> | <p>Anticipate - where appropriate - key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Literacy - ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p><b>Literacy - ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others</p> <p><b>CAL - ELG: Listening, Attention and Understanding</b><br/>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and</p> |
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|  |  | <p><u>UTW - 3&amp;4 year olds</u><br/>Begin to make sense of their own life-story and family's history.</p> |  | <p><u>Physical - Reception</u><br/>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,</p> <p><u>EAD - Reception</u><br/>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><u>UTW - Reception age</u><br/>Explore the natural world around them.</p> <p><u>Physical Reception</u><br/>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> | <p>hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b><br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b><br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>UTW - ELG: People, Countries and Communities</b><br/>Children at the expected level of development will</p> <p>Describe their immediate environment using knowledge from</p> |
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|  |  |  |  |  |  | <p><b>UTW - ELG: People, Countries and Communities</b><br/>Children at the expected level of development will</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p><b>PD - ELG: Fine Motor Skills</b><br/>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <p>Begin to show accuracy and care when drawing.</p> <p><b>EAD - ELG: Creating with Materials</b></p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>EAD - ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> | <p>observation, discussion, stories, non-fiction texts and maps;</p> <p><b>PD - ELG: Fine Motor Skills</b><br/>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <p>Begin to show accuracy and care when drawing.</p> <p><b>EAD - ELG: Creating with Materials</b></p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>EAD - ELG: Being Imaginative and Expressive</b><br/>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p> |
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|                       |  |   |  |   |   | <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p> |   |
| <b>Linked Stories</b> |  | <p>Owl Babies</p> <p>Once there were Giants</p> <p>Stick Man</p> <p>The Smartest Giant</p> <p>The Colour Monster</p> <p>The Rainbow Fish</p> <p>Funny Bones</p> <p>The Big Book of Families</p> <p>Pete the Cat</p> | <p>The Jolly Postman</p> <p>Goldilocks</p> <p>Farmer Duck</p> <p>Hansel &amp; Gretel</p> <p>The Ugly Duckling</p> <p>Christmas Story / Nativity</p> <p>Rama and Sita</p> <p>Dress up as book character</p> | <p>Tiger who came to tea</p> <p>Diary of a wombat</p> <p>Elephant and the Bad Baby</p> <p>Pig in the Pond</p> | <p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>One Plastic Bag</p> <p>Jasper's Beanstalk</p> <p>Tree, Seasons come and seasons go</p> <p>A stroll through the seasons</p> | <p>Pirate Stories</p> <p>The Snail and the Whale</p> <p>Mr. Gumpy's Outing</p>  | <p>Non-fiction - People Who Help Us</p> |

|  |  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |  |   |  |  |
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| <b>Numeracy (Whiterose)</b>                      | <b>Getting to know you - (wks 1-3)</b><br>Opportunities of settling in, key times of they day, class routines. Where do things belong? Positional Language etc | <b>Just Like Me - (wks 4-6)</b>  | <b>It's Me 1,2,3!<br/>wks 7,8,9</b><br><b>Light and Dark<br/>wks 10,11, 12</b> | <b>Alive in 5 - wks 1,2,3</b><br><b>Growing 6,7, 8<br/>wks 4, 5, 6</b> | <b>Building 9 and 10<br/>wks 7,8, 9</b><br><b>Consolidation<br/>wks 10,11, 12</b>   | <b>To 20 and Beyond<br/>wks 1-3</b><br><b>First, then, now<br/>wks 4-6</b> | <b>Find my Pattern<br/>wks 7,8, 9</b><br><b>On the Move<br/>wks 10, 11, 12</b> |  |   |  |  |
| <b>Number</b>                                    |  | Match, sort and compare amounts  | Representing 1, 2 & 3<br>Comparing 1, 2 & 3<br>Composition of 1, 2 & 3         | Representing numbers to 5<br>One more and less                         | Introduce zero<br>Comparing numbers to 5<br>Composition of 4 & 5  | 6,7 & 8<br>Combining 2 amounts<br>Making pairs                             | Counting to 9 & 10<br>Comparing numbers to 10<br>Bonds to 10                   | Building numbers beyond 10<br>Counting patterns beyond 10  | Adding more<br>Taking away                  | Doubling<br>Sharing and grouping<br>Even and odd | Deepening understanding<br>Pattern and relationships |
| <b>Measure, space and spatial thinking</b>       |  | Compare size, mass and capacity.<br>Exploring patterns   | Circle and Triangles<br>Positional Language                                    | Shapes with 4 sides<br>Time  | Compare mass<br>Compare capacity  | Length & Height<br>Time  | 3d shapes<br>Spatial Awareness<br>Patters                                      | Spatial reasoning 1<br>Match, rotate<br>manipulate   | Spatial reasoning 2<br>Compose and decompse | Spatial reasoning 3<br>Visualise and Build       | Spatial reasoning 4<br>Mapping                       |
| <b>Objectives Development Matters Statements</b> |  | <u><b>Mathematics 3-4 (number)</b></u><br>Recite numbers past 5.<br>Say one number for each item in order: 1,2,3,4,5.<br>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').<br>Show 'finger numbers' up to 5.<br>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.<br>Fast recognition of up to 3 objects, without having to count them individually ('subitising')<br>Experiment with their own symbols and marks as well as numerals<br>Solve real world mathematical problems with numbers up to 5<br>Say one number for each item in order: 1,2,3,4,5.<br><u><b>Measure, space and spatial thinking 3-4</b></u> |  |  | <u><b>Maths - Reception (number)</b></u><br><br>Count objects, actions and sounds<br>Subitise<br>Link the number symbol (numeral) with its cardinal number value.<br>Count beyond ten.<br>Compare numbers.<br>Understand the 'one more than/one relationship between consecutive numbers.'<br>Explore the composition of numbers to 10.<br>Automatically recall number bonds for numbers 0-10.<br><br><u><b>Measure, space and spatial thinking - Reception</b></u> |  |  | <u><b>ELG - MATHS NUMBER</b></u><br><br>Have a deep understanding of number to 10, including the composition of each number<br>Subitise (recognise quantities without counting) up to 5;<br>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.<br><br><u><b>ELG: Numerical Patterns</b></u><br>Verbally count beyond 20, recognising the pattern of the counting system; |   |  |  |

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|  |  | <p><b><u>Measure, space and spatial thinking 3-4</u></b></p> <p>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'.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>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.</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</p> | <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> | <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
|  |  | <p><b>Autumn 1 and Autumn 2</b></p>  | <p><b>Spring 1 and Spring 2</b></p>  | <p><b>Summer 1 and Summer 2</b></p>   |

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| <p>Personal Social, Emotional Development Objectives</p> <p>PRIME AREA</p> <p>PSHE LESSONS</p> <p>FOLLOWING RULES AND ROUTINES OF SCHOOL LIFE</p> |  | <ul style="list-style-type: none"> <li>• <b>PSED</b></li> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul> | <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul> | <p><b>PSED</b></p> <p><b>ELG: Self-Regulation</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><b>ELG: Managing Self</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> |
|   |  | <p><b>Autumn 1 and Autumn 2</b></p>   | <p><b>Spring 1 and Spring 2</b></p>  | <p><b>Summer 1 and Summer 2</b></p>   |
| <p>Physical Development Objectives</p> <p>PE LESSONS</p> <p>Literacy</p> <p>EAD</p>   |  | <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>  | <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:<br/>rolling<br/>crawling<br/>walking<br/>jumping<br/>running<br/>hopping</li> </ul>   | <p><b>ELG: Gross Motor Skills</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>   |

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|  |  | <ul style="list-style-type: none"> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> | <ul style="list-style-type: none"> <li>• skipping climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> <li>• Further develop the skills they need to manage the school day successfully:</li> </ul> | <p><b>ELG: Fine Motor Skills</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> |
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|   |  |  | lining up and queuing<br>mealtimes<br>personal hygiene   |   |
|   |  | <b>Autumn 1 and Autumn 2</b>   | <b>Spring 1 and spring 2</b>   | <b>Summer 1 and Summer 2</b>  |
| <b>Knowledge and Understanding of the world</b> |  | <ul style="list-style-type: none"> <li>• Use all their senses in hands- on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• <b>Begin to make sense of their own life-story and family's history.</b></li> <li>• Show interest in different occupations.</li> <li>• Explore how things work</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> | <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• <b>Comment on images of familiar situations in the past.</b></li> <li>• <b>Compare and contrast characters from stories, including figures from the past.</b></li> <li>• Draw information from a simple map.</li> <li>• <b>Understand that some places are special to members of their community.</b></li> <li>• <b>Recognise that people have different beliefs and celebrate special times in different ways.</b></li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul> | <p><b>ELG: Past and Present</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: People, Countries and Communities</b><br/>Children at the expected level of development will</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• <b>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;</b></li> <li>• 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.</li> </ul> <p><b>ELG: The Natural World</b><br/>Children at the expected level of development will</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |

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|            |  |   | <ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p>Understand the effect of changing seasons on the natural world around them.</p>  |   |
|            |  | <b>Autumn 1 and Autumn 2</b>  | <b>Spring 1 and spring 2</b>  | <b>Summer 1 and Summer 2</b>  |
| <b>EAD</b> |  | <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises – Firework pics</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour- mixing.</li> <li>Show different emotions in their drawings – happiness, sadness, fear etc.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul> | <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p><b>ELG: Creating with Materials</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>Sing a range of well-known nursery rhymes and songs;</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Create their own songs, or improvise a song around one they know.</li></ul> <p>Play instruments with increasing control to express their feelings and ideas.</p> |  |  |
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Prime Areas - Communication and Language, PSED, Physical

Knowledge and Understanding of the World - History/Significant Events, Welly Wednesday/Nature/Geography/Science, Festivals/Celebrations.

EAD

Literacy

Mathematics