



Samuel Barlow
Primary Academy

Reception Long Term Curriculum Plan

| Experts of Learning- Our goals are to ensure we develop the knowledge and skills children need to become the following experts before the end of Reception | | | | |
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| <p>To become a</p> <p>Confident Communicator</p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p> | <p>To become an</p> <p>Independent Individual</p> <p>who can follow our school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p> | <p>To become a</p> <p>Fantastic Friend</p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p> | <p>To become an</p> <p>Amazing Athlete</p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p> | <p>To become a</p> <p>Talented Tool User</p> <p>who can hold a pencil effectively, use a range of tools (e.g. scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p> |
| To become a | To become a | To become a | To become a | To become an |

| Brilliant Bookworm | Wow Writer | Master of Maths | Compassionate Citizen | Exceptional Explorer |
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| who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt) | who can write with a purpose, write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others. | who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5. | who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between place | who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs. |
| To become a | To become a | To become a | To become a | To become a |

| Super Scientist | Heroic Historian | Proud Performer | Dynamic Designer | Budding Baker |
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| who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions | who can reflect on their own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals | who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm. | who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. | who can showcase their culinary skills through cooking and baking, builds a knowledge of food and healthy choices, observes changes. |

| Reception Curriculum | | | | | | |
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| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching Theme | Me and my Family | Autumn Explorers | Ready Steady Go | Animals around the world | Down at the bottom of the garden | Once upon a time |
| Quality text: | I love you blue kangaroo Measuring me All are welcome The colour monster goes to school | Owl babies Stick man Gruffalo Leaf Thief Pat and Cyril Pumpkin Soup Olivers Vegetables | Lost and found Handa's surprise The Journey Home How to Catch a Star You Cant take an Elephant on the bus | Poo in the Zoo Someone swallowed Stanley Augustus and his smile Blown Away The Terrible Greedy Fossifoo | Tad The girl who loves bugs Bog baby Oi Frog Jack and the beanstalk | Goldilocks and the three bears Gingerbread man Little red riding hood There is no dragon in this story |

Reception Curriculum Map

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| | The Lion inside | Tidy | Here we are Baby goes to Market | The ugly five Who's egg is this? | | The three billy goats gruff |
| Trips/Visitors Enrichments | Library Visit | Local trip to Vicar Water | Library Visit | Butterfly House | Local allotment visit Butterfly house Library Visit | |
| Celebrations / Festivals / Special Events | Black History Month Harvest Festival (6 th October) Halloween (31 st October) | Diwali (1 st November) Bonfire Night (5 th November) Remembrance Day (11 th November) World Nursery Rhyme Week (11 th - 15 th November) Anti-Bullying Week (11 th - 15 th November) | Chinese New Year/Lunar New Year (29 th January) Children's Mental Health Week (3 rd - 9 th February) Safer Internet Day (11 th February) Valentine's Day (14 th February) | Shrove Tuesday (4 th March) World Book Day (6 th March) Mother's Day (30 th March) Easter Sunday (20 th April) | | Father's Day (15 th June) |

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| | | Christmas Day (25 th December) New Year's Eve (31 st December) | | | | |
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COMMUNICATION & 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.

| Learning Priorities for SBPA | • | | |
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| Area | Autumn | Spring | Summer |
| Listening, Attention and Understanding To become a Confident Communicator children will... | <p>Begin to understand a question or instruction that has two parts</p> <ul style="list-style-type: none"> To understand Daily routines e.g. tidy up time, challenges... <i>instruction</i> <i>Understand 'why' questions</i> Why do you think he/she feels...? <p>Understand how to listen carefully and why listening is important</p> <ul style="list-style-type: none"> Model and promote how to listen carefully by asking specific questions in talk time <p>Continue to learn new vocabulary</p> <ul style="list-style-type: none"> linked to daily routine / theme | <p>Develop holding conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <ul style="list-style-type: none"> Continue to model and scaffold language in everyday situations <p>Listen carefully to and learn rhymes, poems and songs</p> <ul style="list-style-type: none"> Show your enjoyment of poems and using your voice and manner to give emphasis to carefully chosen words and phrases. Read traditional and contemporary poems/rhymes to read aloud. | <p>Confidently hold conversations in any situation.</p> <ul style="list-style-type: none"> Provide opportunities for conversations through adult interactions. <p>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</p> <ul style="list-style-type: none"> Confidently use listening skills and expressing understanding clearly and with increasing precision. |

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| | <ul style="list-style-type: none"> ○ Bring objects, pictures and photographs to talk about. ○ Use picture cards to talk about an object and focus on colour, shape, taste, smell, look, and feel. <p>Begin to engage in story time</p> <ul style="list-style-type: none"> ○ Join in with repeated refrains / fill in rhyming words <p>Begin to listen to and talk about stories to build familiarity and understanding</p> <ul style="list-style-type: none"> ○ Discuss characters, events, setting ... <i>character, happened</i> ○ Daily read aloud programme | <p>Develop listening to and talking about stories to build familiarity and understanding</p> <ul style="list-style-type: none"> ○ Repetition of favourite stories in small groups ○ Use different voices for different characters/narrators Practise possible conversations between characters ○ Provide popular and familiar stories in the book corner <p>Develop listening to and talking about non-fiction books, developing a familiarity with new knowledge and vocabulary</p> <ul style="list-style-type: none"> ○ Non-fiction books linked to UW | <ul style="list-style-type: none"> ○ Listening with increased concentration for a sustained period of time ○ Ask questions using a range of question words e.g why, when, how, what and where. <p>Confidently listen to and talk about stories to build familiarity and understanding</p> <ul style="list-style-type: none"> ○ Take on longer roles in imaginative play, to interact and negotiate with people in longer conversations ○ Talk about the plot and the main problem <p>Confidently make comments about what they have heard and ask questions to clarify their understanding</p> |
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| | <ul style="list-style-type: none"> ○ Display quality books in the book corner and learning areas ○ Link events in a story to your own experiences <p>Listen carefully to rhymes and songs and begin to pay attention to how they sound</p> <ul style="list-style-type: none"> ○ Learn rhymes, songs & poems ○ Anticipate words, begin to adapt phrases (<i>with support</i>) ○ Say words clearly and emphasise words clearly so word boundaries are clear. ○ Encourage children to have fun with rhymes ○ Model how some words rhyme | <ul style="list-style-type: none"> ○ Select books containing photographs and pictures <p>Begin to understand humour</p> <ul style="list-style-type: none"> ○ e.g. <i>nonsense rhymes / jokes</i> ○ | <p>Confidently hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <ul style="list-style-type: none"> ○ Provide opportunities when working in the continuous provision areas to hold back and forth exchanges with adults. <p>Understand humour more readily e.g. <i>nonsense rhymes/jokes</i></p> <p>Listen carefully to rhymes and songs paying attention to how they sound.</p> <ul style="list-style-type: none"> ○ Choose a longer word from a poem, song or rhyme and clap out the beat structure. |
| Speaking | <p>Begin to use new vocabulary throughout the day</p> <ul style="list-style-type: none"> ○ Model words and phrases relevant to the area being taught | <p>Continue using new vocabulary in different contexts</p> <p>Develop using wider vocabulary in talk</p> | <p>Confidently participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> |

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| <p>To become a Confident Communicator children will...</p> | <ul style="list-style-type: none"> ○ Begin to ask questions to find out more and to check they understand what has been said to them ○ Model & encourage questions after instructions | <ul style="list-style-type: none"> ○ Continue to model new vocabulary in different contexts and use it repeatedly throughout the week. ○ Keep a list of previously taught vocabulary and review it in different contexts <p>Ask questions to find out more and to check they understand what has been said to them</p> <ul style="list-style-type: none"> ○ Clarify understanding by saying can you explain more or tell me more? | <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <ul style="list-style-type: none"> ○ Explaining how changes occur ○ Think out loud about how to work things out ○ Give children problem solving words and phrases to use in their explanations e.g 'so that' 'because' 'I think that' 'you could' 'it might be' <p>Confidently describe events in some detail</p> |
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| | <p>Begin to articulate their ideas and thoughts in well-formed sentence</p> <ul style="list-style-type: none"> ○ Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters ○ Model accurate irregular grammar such as past tense, plurals ○ Express □ Ideas to friends □ Book talk <p>Begin to connect one idea or action to another using a range of connectives... <i>because, although, but when ...</i></p> <p>Begin to describe events in some detail</p> <ul style="list-style-type: none"> ○ Sharing family and personal news ○ | <p>Develop articulating their ideas & thoughts in well-formed sentences</p> <ul style="list-style-type: none"> ○ Continue to model and scaffold good sentence structure in everyday talk ○ Ask open ended questions <p>Develop connecting one idea or action to another using a range of connectives e.g and, because, so, but</p> <ul style="list-style-type: none"> ○ Remind children of previous events <p>Describe events in some detail</p> <ul style="list-style-type: none"> ○ Retell a familiar event and begin to use the past tense more accurately | <ul style="list-style-type: none"> ○ Use sequencing words with emphasis to retell a story/event ○ Make deliberate mistakes to highlight importance of events/ideas/instructions being in the right order. <p>Connect one idea to another using a range of connectives</p> <ul style="list-style-type: none"> ○ Narrate events and actions linked to everyday events ○ Extend thinking in everyday situations and play <p>Express their ideas and feelings about their experiences using full sentences, including</p> |
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| | | <p>Use talk to help work out problems, organise thinking & activities explain how things work/why things happen</p> <ul style="list-style-type: none"> ○ Model sentence starters I think this might work.... I'll try it this way.. I wonder what would happen if... Can you help me with..? ○ Encourage children how to solve a problem together and come up with ideas for solving it. <p>Develop and use social phrases with confidence</p> <ul style="list-style-type: none"> ○ Can I join in with your game? Can I have a turn next? Can you show me how to do that? Can I help you? Are you upset? <p>Become more confident at retelling a simple story, once they have developed a deep</p> | <p>use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <ul style="list-style-type: none"> ○ Continue to scaffold and support children to express themselves in full sentences ○ Encourage children to feel more confident about speaking in front of peers to explain their ideas/understanding <p>Confidently use social phrases</p> <ul style="list-style-type: none"> ○ Can I join in with your game? Can I have a turn next? Can you show me how to do that? Can I help you? Are you upset? <p>Confidently retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> |
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| | <p>Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <ul style="list-style-type: none"> ○ Focused & linked texts – within small world / role play ○ Make familiar books available for children to retell stories they have heard. | <p>familiarity with the text; some as exact repetition and some in their own words</p> <ul style="list-style-type: none"> ○ Provide props and resources to support with this as well as orally scaffolding children. | <ul style="list-style-type: none"> ○ Provide props and resources to support this and orally scaffolding children. |
| <p>Oracy (Voice 21)</p> <p>Physical</p> <p>Cognitive</p> <p>Linguistics</p> <p>Social & Emotional</p> <p>To become a</p> | <ul style="list-style-type: none"> ○ To speak audibly so they can be heard ○ To use talk in play ○ To make relevant contributions ○ To look at someone who is speaking to them | <ul style="list-style-type: none"> ○ To speak audibly so they can be heard and understood ○ To use talk in play to practice new vocabulary ○ To make relevant contributions and asks questions ○ To look at someone who is speaking to them | <ul style="list-style-type: none"> ○ To speak audibly so they can be heard and understood ○ To use gestures to support meaning in play ○ To use talk in play to practice new vocabulary ○ To join phrases with words such as 'if', 'because' 'so' 'could' 'but' ○ To use 'because' to develop their |

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| <p>Confident Communicator children will...</p> | | | <p>ideas</p> <ul style="list-style-type: none"> ○ To make relevant contributions and asks questions ○ To describe events that have happened to them in detail ○ To look at someone who is speaking to them ○ To take turns to speak when working in a group |
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PSED: ☐ Self-Regulation ☐ Managing Self ☐ Building Relationships

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.

| Learning Priorities for SBPA | | | |
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| Area | Autumn | Spring | Summer |
| Self-regulation To become an Independent Individual & a Fantastic Friend children will... | Talk with others to solve conflicts. <ul style="list-style-type: none"> Help to find solutions to conflicts and rivalries ... <i>fair, agree, turns, together, share</i> How to compromise and negotiate to solve problems Use □ book talk □ puppets □ real life experiences Begin to express feelings and consider the feelings of others <ul style="list-style-type: none"> Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased,</i> | Develop expressing feelings and consider the feelings of others <ul style="list-style-type: none"> Model positive behaviour highlight exemplary behaviour of children in | Confidently express feelings and consider the feelings of others <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to |

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| | <p><i>frightened, angry, confused, disappointed, nervous/worried, excited</i></p> <ul style="list-style-type: none"> ○ Link book character's emotion to own experiences ... <i>expression, mood, feeling/emotion</i> ○ Help and reassure children when they are distressed, upset or confused. <p>Begin to set own goals and show resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> ○ Set a shared goal with a friend <p>Begin to identify and moderate own feelings socially and emotionally</p> | <p>class narrating what was kind and considerate.</p> <ul style="list-style-type: none"> ○ Encourage children to express their feelings if they feel hurt or upset using descriptive language. <p>Can own goals and show resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> ○ Offer constructive support and recognition of the child's personal achievements. ○ Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. <p>Identify and moderate own feelings socially and emotionally</p> | <p>regulate their behaviour accordingly with a little support</p> <ul style="list-style-type: none"> ○ 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. ○ Undertake specific activities that encourage talk about feelings and their opinions. ○ Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. |
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| | <ul style="list-style-type: none"> ○ Focus on □ keeping <i>calm</i> □ being <i>patient</i> □ waiting for a ○ <i>turn</i> □ <i>sharing</i> □ tidying up after themselves ○ Support children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. | <ul style="list-style-type: none"> ○ Encourage children to think about their own feelings and those of others by giving explicit example of how others might feel in particular scenarios. Give children space to calm down and return to a activity. Beginn to think about the perspectives of others ○ Talk about the ideas arising from stories/discuss challenges, explaining how the different characters feel about these challenges and overcome them. | |
| Managing self | <p>Manage own self-care needs ...</p> <ul style="list-style-type: none"> ○ <i>fasten</i> ○ Independent use of □ zips □ buttons □ coats □ shoes ○ Model practices that support good hygiene such as washing hands before | <p>Manage own self-care needs</p> <ul style="list-style-type: none"> ○ Encourage increasing independence of changing for PE/ organizing own clothes into a neat pile/increasing independence with buttons ○ Know and talk about the different factors | <p>Manage their own needs</p> <ul style="list-style-type: none"> ○ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ○ Continued use of picture books and |

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| <p>To become an Independent Individual & a Fantastic Friend children will...</p> | <p>snack/lunch.</p> <ul style="list-style-type: none"> ○ Model importance of 5 a day at snack time. ○ Model and support children with good personal hygiene such as handwashing after toileting. <p>Begin to try new activities and show independence</p> <ul style="list-style-type: none"> ○ Access all types of enhancements (indoors & outdoors) <p>Know and begin to talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ○ Toothbrushing – importance and how ... <i>clean, decay</i> ○ Talk about importance of daily exercise and healthy eating ... <i>exercise,</i> | <p>that support their overall health and wellbeing: □ sensible amounts of ‘screen time’ □ having a good sleep routine □ being a safe pedestrian</p> <ul style="list-style-type: none"> ○ □ regular physical activity <p>Develop confidence to try new activities and show independence</p> <ul style="list-style-type: none"> ○ Access all types of enhancements (indoors & outdoors) | <p>other resources to explain the importance of a healthy lifestyle</p> <p>Confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> ○ Help children to develop problem solving skills by talking through how they you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. ○ Explain the reasons for rules, know right from wrong and try to behave accordingly |
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| | <i>healthy / unhealthy, heartbeat, fit</i> | | |
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| <p>Building relationships</p> <p>To become an Independent Individual & a Fantastic Friend children will...</p> | <p>Begin to see self as a valuable individual</p> <ul style="list-style-type: none"> Describe self, positively ... <i>proud, special, love</i> (use books: 'Happy in Our Skin' & 'My Hair') Make time to get to know child and their family. Become familiar with the child's history, likes, dislikes, family members and culture. <p>Begin to build constructive and respectful relationships</p> <ul style="list-style-type: none"> Use social language to develop friendships see CL Have high expectations for children following instructions, with high levels of support when | <p>See self as a valuable individual</p> <ul style="list-style-type: none"> Beginning to understand own strengths and talents Developing an awareness of own interests Adults taking time to highlight a child's interest to build self-confidence and self esteem <p>Builds constructive and respectful relationships</p> <ul style="list-style-type: none"> Widening friendship groups/developing stronger friendships Encouraging and supporting children to listen to each other and respect what they say and act upon it Allow some time in friendship groups as | <p>See self as a valuable individual and understands</p> <ul style="list-style-type: none"> Own strengths and talents own interests <p>Confidently builds constructive and respectful relationships</p> <ul style="list-style-type: none"> 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 |

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| | <p>necessary.</p> <ul style="list-style-type: none"> ○ Make sure children listen to each other as well as staff | <p>well as other groupings</p> <ul style="list-style-type: none"> ○ Congratulate children for their kindness to others and express your approval when they help, listen and support each other. | <p>others' needs.</p> <p>Continue to see self as a valuable individual</p> |
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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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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| Learning priorities for SBPA | • | | |
| Area | Autumn | Spring | Summer |

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| <p>Gross Motor Skills</p> <p>To become an Amazing Athlete & a Talented Tool User children will.</p> | <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <ul style="list-style-type: none"> Engage in and develop confidence in actions Provide choice of open-ended materials to allow for extended repeated and regular practising of physical skills such as lifting, carrying, pushing, construction, stacking and climbing. Provide a wide range of activities to support a broad range of abilities. Create low pressure zones where less confident children can practise movement skills on their own, or with one or two others. Allow less competent and confident children to spend time initially | <p>Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> | <p>Confidently perform all movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> |
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| | <p>watching and listening without the pressure to join in.</p> <ul style="list-style-type: none"> Model precise vocabulary to describe movement and directionality and encourage children to use it. <p>Begin to develop overall body-strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"> Use the above actions, within the obstacle courses ... <i>balance, obstacle, spatial, prepositions</i> Set own physical challenge ... <i>challenge, goal</i> Provide opportunities to use range of wheeled resources for children to balance, sit or ride on, or pull and push. <p>Begin to develop overall body-strength, balance, co-ordination and agility.</p> | <p>Begin to progress towards a more fluent style of moving, with developing control and grace</p> <ul style="list-style-type: none"> Provide children with regular opportunities to practice their movement skills alone and with others. Allow time to be still and quiet. <p>Develop overall body-strength, balance, co-ordination and agility.</p> | <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <ul style="list-style-type: none"> Encourage children to conclude movements in balance and stillness. Negotiate space and obstacles safely, with consideration for themselves and others <p>Combine different movements with ease and fluency</p> |
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| | <ul style="list-style-type: none"> Encourage children to be highly active and get out of breath several times a day. . <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ...</p> <ul style="list-style-type: none"> <i>straight, upright, flat</i> Give children regular, sensitive reminders about correct posture. Provide areas for sitting that are quiet and free of distraction. <p>Begin to use a range of large and small apparatus indoors and outside, alone and in a group</p> | <ul style="list-style-type: none"> Encourage children to be highly active and get out of breath several times a day. Provide opportunities for children to spin, rock, tilt and fall. <p>Develop use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency</p> <ul style="list-style-type: none"> Create increasingly challenging obstacle courses with different heights and different movements required to complete it. <p>Confidently use a range of large and small apparatus indoors and outside, alone and in a group</p> | <ul style="list-style-type: none"> Encourage precision and accuracy when beginning and ending movements <p>With ease demonstrate strength, balance and coordination when playing</p> <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> |
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| | <ul style="list-style-type: none"> Continue to encourage children to use a wide range of equipment. Continue to provide opportunities for quick changes of speed <p>Develop and refine a range of ball skills including <i>passing, batting and aiming</i></p> <ul style="list-style-type: none"> Begin to bat, pat and hit and aim a ball modelling how to do this and giving children time to practice it. | <ul style="list-style-type: none"> Continue to encourage children to use a wide range of equipment. Continue to provide opportunities for quick changes of speed. <p>• Further develop and refine a range of ball skills including <i>passing, batting and aiming</i></p> <ul style="list-style-type: none"> Continue to provide opportunities to develop ball skills with a range of balls. | <ul style="list-style-type: none"> Continue to encourage children to use a wide range of equipment. Continue to provide opportunities for quick changes of speed. <p>Show confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> Introduce ball games with teams, rules and targets when they have consolidated their ball skills. |
| <p>Fine Motor Skills</p> <p>To become an Amazing Athlete & a Talented Tool User children will.</p> | <p>Use a comfortable grip with good control when holding pens and pencils Consolidate tripod grip</p> <p>Begin to show accuracy and care when drawing.</p> <p>Continue to develop small motor skills so that they can use a range of tools competently,</p> | <p>Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: Effective pencil grip Correct letter formation (see Writing)</p> <p>Further develop small motor skills so that they can use a range of tools competently,</p> | <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> |

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| | <p>safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <ul style="list-style-type: none"> ○ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> | <p>safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> | <p>Can confidently use a range of small tools, including scissors, paint brushes and cutlery</p> |
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LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

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



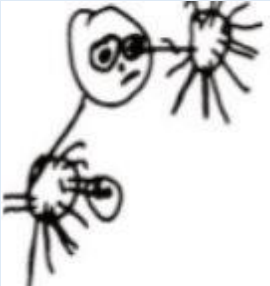
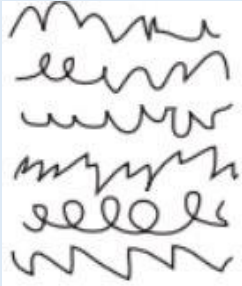

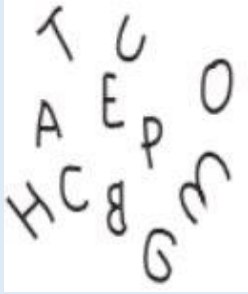
printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

| Learning Priorities for SBPA | • | | |
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| Area | Autumn | Spring | Summer |
| <p>Reading-Comprehension</p> <p>To become a Brilliant Bookworm & a Wow Writer children will...</p> | <p>Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <ul style="list-style-type: none"> Recall key events ... <i>event</i> Talk about main characters... <i>character, beginning, middle, end</i> | <p>Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...</p> <ul style="list-style-type: none"> <i>fiction, non-fiction, set</i> <p>Retell story in small world / role play (in correct sequence)</p> <ul style="list-style-type: none"> <i>...beginning, middle, end, set</i> Take on role of character using some story language Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why <i>...because</i> | <p>Confidently demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> <i>...sequence</i> 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. |

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| | | <ul style="list-style-type: none"> ○ Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> | |
| <p>Reading- word reading</p> <p>To become a Brilliant Bookworm & a Wow Writer children will...</p> | <p>Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment <i>Understand the five key concepts about print, with a focus on</i></p> <ul style="list-style-type: none"> ○ <i>Left to right correspondence ... word, letter, first / last</i> <p>Begin to read simple phrases</p> | <p>Continue to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Begin to read simple phrases / sentences</p> | <p>Confidently notice some relationships between one text and another</p> <p>Confidently read simple phrases / sentences</p> <p>Begin to comment on perceived links with own life experience or other experiences,</p> <ul style="list-style-type: none"> ○ e.g. films, books |

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| <p>To become a Brilliant Bookworm & a Wow Writer children will...</p> | <ul style="list-style-type: none"> - The Writing Progression statements were created through professional discussions with EYFS staff, using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, BSquared statements and Heidi Songs professional writing chart. - It should be noted that children develop at different rates and these statements should be viewed alongside gross motor and fine motor development, as well as pencil control. | | |
| | <p>Writing-Imitating</p> <ul style="list-style-type: none"> ○ Watch an adult make marks. ○ | <ul style="list-style-type: none"> ○ See mark making in the environment. ○ | <ul style="list-style-type: none"> ○ Copy the pattern of an adult's writing using lines, shapes or symbols. ○ Imitate the flow of writing from left to right. |
| <p>Sensory exploration</p> | <ul style="list-style-type: none"> ○ Explore mark making in a sensory way e.g. marks in sand. | <ul style="list-style-type: none"> ○ Make marks in different media with hands or tools. ○ | <ul style="list-style-type: none"> ○ Make purposeful marks and patterns with a range of materials. |
| <p>Using tools</p> | <ul style="list-style-type: none"> ○ Have access to a range of different mark making tools and surfaces inside and outside e.g. chalks on pavement, pen on paper. ○ Choose a tool to make a mark. ○ Understand that I can use a tool to | <ul style="list-style-type: none"> ○ Use a different range of writing tools such as crayons, brushes, pens and pencils to create marks on different surfaces. ○ Use different mark making tools with increasing control. ○ | <ul style="list-style-type: none"> ○ Increasingly use a pincer grip to hold mark making tools, using them with control. |

| | make a mark (cause and effect). | | |
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| Giving meaning | <ul style="list-style-type: none"> ○ Make random scribbles with no ascribed meaning. ○ Make marks and sometimes ascribe meaning although the meaning may change. | <ul style="list-style-type: none"> ○ Sometimes give meaning to marks I make in paint, pen, etc. ○ Give meaning to my marks. ○ Draw a picture then add a mark which Give meaning to e.g. 'that's my name/that's says mummy'. | <ul style="list-style-type: none"> ○ Ascribe meaning to my marks and the meaning remains the same. |
| Shape of writing | <ul style="list-style-type: none"> ○ Make marks horizontally and vertically. ○ Make marks in a circular motion. ○ ○ | <ul style="list-style-type: none"> ○ Make marks of different shapes and patterns. ○ Use these shapes and lines to create pictures e.g. face, person. ○ ○ | <ul style="list-style-type: none"> ○ Use a combination of marks to write letters in my name. ○ Write some letters in my name. ○ Begin to form the capital letter in my name. ○ Form some letters in my name correctly. ○ Attempt to write other letters e.g. 'm' for 'mummy'. |
| Purposeful writing | <ul style="list-style-type: none"> ○ Show enjoyment in mark-making. ○ Know my mark making is valued. | <ul style="list-style-type: none"> ○ Make marks in my play. ○ Make messages for others. | <ul style="list-style-type: none"> ○ Create 'shopping lists', 'cards', 'invitations' etc. |

| Random scribbling | Lines and circles | Pictures | Scribble writing | Symbols representing writing | Letters & name writing |
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MATHEMATICS: □ Numerical Pattern □ Number

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.

| Learning Priorities for SBPA | • | | |
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| Area | Autumn | Spring | Summer |
| Numbers Matching and sorting To become an Master of Maths children will... | - The number progression statements were created from professional discussion with EYFS staff, using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, the Master the \Curriculum Document, White Rose guidance and the NCETM progression document. | | |
| | <ul style="list-style-type: none"> ○ Match objects. ○ Match pictures and objects. ○ Identify a set. ○ Sort objects to a type. | <ul style="list-style-type: none"> ○ Explore sorting techniques. ○ Create sorting rules. ○ Compare amounts that I have sorted into groups. | <ul style="list-style-type: none"> ○ |
| Number recognition To become an | <ul style="list-style-type: none"> ○ I can recognise numerals 0-5. ○ I have the opportunity to see numerals 0-5 represented in different ways in the environment. ○ I can order numerals 0-5 correctly. | <ul style="list-style-type: none"> ○ Recognize numerals 0-8 out of sequence. ○ Identify these numerals in the environment. | <ul style="list-style-type: none"> ○ Recognise numerals 0-10 out of sequence and some numerals beyond this. |

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| Master of Maths children will... | <ul style="list-style-type: none"> ○ I match the correct numeral to the correct quantity up to 5. ○ I begin to make marks to represent numbers to 5. ○ I have the opportunity to see numerals 0-5 represented in different ways in the environment. | <ul style="list-style-type: none"> ○ Match the correct numeral to quantity up to 8. ○ Correctly order 0-8. ○ Begin to record number with increasing purpose, attempting to form the numerals. ○ | <ul style="list-style-type: none"> ○ Identify these numerals in the environment, in different fonts and contexts. ○ Sequence numbers to 10. ○ Match the correct quantity to each numeral. ○ Begin to form numerals to 10 with increasing control. ○ |
| Subitising | <ul style="list-style-type: none"> ○ Subitise 1,2 and 3, e.g. dice patterns, in a five frame or groups of pictures and objects. ○ Subitise groups of 4 and 5. | <ul style="list-style-type: none"> ○ Subitise up to 5 with dots or objects of varying sizes. ○ Begin to subitise conceptually to 5, recognising that a group of 3 dots and a group of 2 make five altogether e.g. dominoes. | <ul style="list-style-type: none"> ○ Subitise conceptually to 10, e.g. on a domino one side has 5 and the other has 4 so the total is 9. |
| Counting and cardinality | <ul style="list-style-type: none"> ○ Know the number names to 5. ○ Count up to 3 objects in different arrangements. ○ Say one number name for each object up to 3. | <ul style="list-style-type: none"> ○ Know that zero represents none. ○ Count up to 8 objects, saying one number for each object. ○ Use 1:1 correspondence to count out up to 8 objects from a larger group. | <ul style="list-style-type: none"> ○ Count forwards and backwards to 10 reliably from any given number. ○ Count up to 10 objects saying one number for each object. |

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| <p>To become an Master of Maths children will...</p> | <ul style="list-style-type: none"> ○ Give up to 3 objects from a larger group. ○ Know that the last number counted to 5 is the total (cardinal principle). ○ Count forwards and backwards to 5. ○ Count things that can't be seen e.g. actions like clapping. ○ ICount up to 5 objects in different arrangements. ○ Give up to 5 objects from a larger group. ○ Say one number name for each object up to 5. ○ Recognise that even when a group of up to 5 objects is rearranged the total is still the same. ○ Represent up to 5 in different ways e.g. a group of objects, in a five frame, five claps. | <ul style="list-style-type: none"> ○ Count forwards and backwards to 10 from 0. ○ Know that the last number counted to 8 is the total. ○ Recognise that even when a group of up to 8 objects is rearranged the total is still the same. ○ Recite number rhymes. | <ul style="list-style-type: none"> ○ Use 1:1 correspondence to count out up to 10 objects from a larger group. ○ Represent numbers to 10 in different ways using different manipulatives, e.g. 10 frames, numicon, cubes. ○ Begin to verbally count to 20 and beyond. ○ Begin to count objects to 13. ○ Begin to recognise the pattern of numbers beyond 10, 10 and 1 more, 10 and 2 more, 10 and 3 more. |
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| Composition To become an Master of Maths children will... | <ul style="list-style-type: none"> ○ Begin to notice the composition of numbers 1-3, e.g. spots on a ladybird, dominoes. ○ Represent the composition of numbers 1-3 on my fingers. ○ Begin to notice the composition of numbers to 5. ○ Explore partitioning numbers to 5 using different manipulatives e.g. numicon, part part whole model. ○ Begin to recognise the inverse, the two parts make the same total again. ○ Recall number bonds to 5. | <ul style="list-style-type: none"> ○ Confidently demonstrate my understanding of the composition of numbers to 5, verbally, using manipulatives or my fingers. ○ Explore the composition of numbers to 8. ○ Begin to partition numbers to 8 in different ways. ○ Explore the composition of numbers to 10, recognising the inverse. ○ Understand that two parts make the whole. ○ Begin to recall double facts to 8. ○ Begin to recall number bonds to 10. | <ul style="list-style-type: none"> ○ Begin to make arrangements of 10. ○ Recall number bonds to 10 using manipulatives. ○ Recall double facts to 10. ○ Create my own doubles using manipulatives. |
| Numerical Patterns | | | |
| Sequencing / Time To become an | <ul style="list-style-type: none"> ○ Recognise that different things happen at night and in the daytime. | <ul style="list-style-type: none"> ○ Sequence daily events e.g. morning routine | <ul style="list-style-type: none"> ○ Know the days of the week and can say them in order. ○ Begin to use the language of 'o'clock'. |

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| Master of Maths children will... | <ul style="list-style-type: none"> ○ Begin to use language related to time e.g. yesterday, today, tomorrow, first, after, before, morning, afternoon. ○ Exposed to time through timetables, calendars, egg timers in the environment. | <ul style="list-style-type: none"> ○ Begin to understand the passage of time through the days of the week. ○ Explore activities that I can complete in a given time, e.g. using an egg timer to see how many jumps I can do. ○ | |
| Positional language To become an Master of Maths children will... | <ul style="list-style-type: none"> ○ Understand and hear some positional and directional language e.g. in, on, under, up, down, across. ○ Hear stories containing positional and directional language e.g. Bear Hunt, Rosie's Walk. ○ Begin to use simple language to describe position and location. ○ | <ul style="list-style-type: none"> ○ Begin to use positional language like in front, behind, next to. ○ Begin to use spatial vocabulary in my small world and block play. ○ Follow simple instructions using spatial vocabulary with increasing confidence. ○ | <ul style="list-style-type: none"> ○ Describe where something is in relation to another object e.g. the giraffe is in front of the elephant and behind the tree. ○ Describe positions from different viewpoints. ○ Follow and give directions. ○ Give instructions on how to build a model. ○ Explore maps. ○ Begin to map out a route or model on paper or using construction blocks or junk modelling. |

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| | | | <ul style="list-style-type: none"> ○ Create maps from stories, e.g. pirate map. |
| Pattern and Repeating Pattern To become an Master of Maths children will... | <ul style="list-style-type: none"> ○ Spot and talk about pattern in stories and the environment. ○ Explore simple AB patterns. ○ Copy simple AB patterns with objects or sound. ○ Continue simple AB patterns with objects or sound. | <ul style="list-style-type: none"> ○ Begin to explore and see more complex ABC repeating patterns. ○ Copy and continue an ABC pattern. ○ Begin to explore more complex AABB, AAB or ABBA patterns using objects and sound. ○ Spot repeating patterns in the environment and begin to describe them. | <ul style="list-style-type: none"> ○ Begin to see and identify the rule of a pattern. ○ Can identify the units in a pattern e.g. this is an 'AB' pattern. ○ Begin to create my own patterns. ○ Begin to describe the units in my pattern. ○ Make a repeating pattern around a circle. ○ Make a repeating pattern around a border with fixed spaces. |
| Measure and Capacity To become an Master of Maths children will... | <ul style="list-style-type: none"> ○ I am exposed to the language of size e.g. big, little, smaller, larger. ○ I am exposed to more specific language such as tall, short when referring to height and long, short when referring to length. | <ul style="list-style-type: none"> ○ Begin to use the language of length to compare objects. ○ Line objects up to compare the length. ○ Say which is longer and which is shorter. | <ul style="list-style-type: none"> ○ Begin to order by height or length. ○ Begin to measure length using cubes or blocks. ○ Begin to estimate and predict e.g. which bed will teddy fit in or which container will hold the most. ○ Begin to balance weighing scales. |

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| | <ul style="list-style-type: none"> ○ I am exposed to the language of weight, heavy and light. ○ I explore capacity, seeing what containers look like full and empty. ○ I talk about which container holds more and which container holds less. | <ul style="list-style-type: none"> ○ Identify objects which are the same length. ○ Identify the tallest and shortest objects. ○ Build tall and short towers and models. ○ Begin to make basic comparisons between containers. ○ Explore weighing scales. | <ul style="list-style-type: none"> ○ Describe different containers by their properties e.g. thin, wide. ○ Order from smallest capacity to greatest capacity. ○ ○ |
| Shape | <ul style="list-style-type: none"> ○ Explore shape through construction play. ○ Talk about the shapes and blocks I have used in my building. ○ Use informal language to talk about shape e.g. pointy, round. ○ Can identify and name, circles and triangles. ○ Exposed to descriptions of shape e.g. corners, sides, straight. ○ Compare circles and triangles. | <ul style="list-style-type: none"> ○ Begin to understand that 2D shapes are flat. ○ Identify and name squares and rectangles. ○ Talk about their properties. ○ Combine shapes. ○ Begin to explore 3D shapes. ○ Begin to name 3D shapes, recognising that they are solid. ○ Use 3D shapes for a purpose and begin to share why. | <ul style="list-style-type: none"> ○ Identify shapes that have been rotated. ○ Choose and rotate shapes to fill a specific space. ○ Create a picture by manipulating shapes. ○ Describe the position of shapes. ○ Make a larger shape using smaller shapes. ○ Copy 2D shape pictures. ○ Find 2D shapes within 3D shapes. |

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| | <ul style="list-style-type: none"> Find shapes in the environment. | <ul style="list-style-type: none"> Identify 3D shapes in the environment. | |
| <p>Comparison (more/fewer)</p> <p>To become an Master of Maths children will...</p> | <ul style="list-style-type: none"> Understand that as I count each number is one more. Find one more of numbers 1-3. Understand that as I count back each number is one less. Find one less of numbers 1-3. Find one more for numbers 4-5. Find one less for numbers 4-5. Recognise that the order of numbers do not change as I count (stable order principle). | <ul style="list-style-type: none"> Understand that groups can have more, fewer or the same totals. Make two groups equal. I can find one more for numbers 6, 7, 8. Find one less for numbers 6, 7, 8. Begin to understand which numbers are larger and which are smaller when comparing. | <ul style="list-style-type: none"> can compare groups of objects to 10. Begin to share groups recognising when it is fair or unfair. Know I take one object at a time to share. Begin to group by dividing objects. Begin to use the language of odd, even, equal, unequal. Begin to understand which numbers are odd and even. Begin to use the first, then, now structure to add more. |

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| | <ul style="list-style-type: none">○ Use manipulatives to show one more and one less. | | <ul style="list-style-type: none">○ Use the first, then, now structure to take away. |
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