

## Long Term Curriculum Plan: EARLY YEARS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Christian Value	Friendship	Love	Responsibility	Courage	Honesty	Respect
Themes	Settling In Me and My School The Rainbow Fish Eco Warriors Harvest and Autumn Supertato Real Life Superheroes	Diwali Fireworks Birthdays Weddings Winter Christmas Nativity	Space Transport The Natural World Dinosaurs Chinese New Year Mythical Creatures	Noah's Ark The World of Books Sea Creatures Mini-Beasts Farm Animals Easter	St George and the Dragon Jack and the Beanstalk Handa's Surprise Spring Pets and Vets Pirates	The Three Little Pigs Goldilocks and the Three Bear Three Billy Goats Gruff The Ugly Duckling The Gingerbread Man Old Macdonald Interest Week
Bringing the curriculum to life	Make bread Policewoman/ Fireman visit	Diva lamps Food Day/ Cake making	Dragon Dance Foods from around the world-Chef visit	Duck eggs Godstone Farm Visit	Smoothie making/ fruit skewers Mrs T's tortoise	Gingerbread making
Jigsaw	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
British Value (throughout: Mutual Respect and Tolerance)	Democracy		Rule of Law		Individual Liberty	

Autumn 1- The Little Red Hen							
	Settling In	Me and My School	The Rainbow Fish	Eco Warriors	Harvest and Autumn	Supertato	Real Life Superheros

<b>Communication and Language</b>	<p>Use longer sentences of four to six words.</p> <p>Use a wider range of vocabulary.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Learn new vocabulary.</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>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p>
<b>Personal, Emotional, Social Development Story Project</b>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Understand gradually how others might be feeling.</p>	<p>I understand that I need to exercise to keep my body healthy.</p>	<p>I understand how moving and resting are good for my body.</p>	<p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p>	<p>I know how to help myself go to sleep and understand why sleep is good for me.</p>	<p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p>	<p>I know what a stranger is and how to stay safe if a stranger approaches me.</p>
<b>Physical Development</b>	<p>Chose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Show a preference for a dominant hand.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>

	Use a comfortable grip with good control when holding pens and pencils.						
<b>Literacy</b>	Engage in extended conversations about stories, learning new vocabulary.  Develop their phonological awareness  Understand how to listen carefully and why listening is important	Write some or all of their name.	Develop their phonological awareness, so that they can: spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Engage in extended conversations about stories, learning new vocabulary.	Read individual letters by saying the sounds for them	Read individual letters by saying the sounds for them	Spell words by identifying the sounds and then writing the sound with letter/s.
<b>Read Write, Inc Phonics</b>	Environmental sounds	Environmental sounds	m, a, s	d, t, i	n, p, g	o, c, k	u, b, f
<b>Red Words</b>			the, l, put	the, i, put	no, a, my	no, a, my	
<b>Mathematics Power Maths</b>	Combine shapes to make new ones – an arch, a bigger triangle, etc.  Make comparisons between objects relating to size, length, weight and capacity	Understand position through words alone – for example, “The bag is under the table,” – with no pointing.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Count objects, actions and sounds.	Subitise numbers to 5	Compare numbers.	Understand the ‘one more than/one less than’ relationship between consecutive numbers.

	3-4- Say one number for each item in order: 1,2,3,4,5.  Show 'finger numbers' up to 5.						
<b>Number of the Week</b>		0	1	2	3	4	5
<b>Understanding the World</b>	Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community.	Continue developing positive attitudes about the differences between people.	Recognise some environments that are different to the one in which they live.	Understand the effect of changing seasons on the natural world around them	Name and describe people who are familiar to them	Talk about the lives of the people around them and their roles in society.
<b>Expressive arts and Design</b>	Sing a large repertoire of songs.  Develop their own ideas and then decide which materials to use to express them.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Listen with increased attention to sounds.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Sing the pitch of a tone sung by another person ('pitch match').	Create collaboratively, sharing ideas, resources and skills.	Explore colour and colour mixing.	Develop storylines in their pretend play.	Return to and build on their previous learning, refining ideas and developing their ability to represent them

RE	Friendship	What is Prayer?	What is prayer? Saying Thank you	Food Glorious Food	Harvest	Why do we have assembly?	Jesus a Superhero
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Autumn 2- The Nativity Story

	Diwali	Fireworks	Birthdays	Weddings	Winter	Christmas	Nativity
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important.	Express their ideas and feelings about their experiences	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Learn rhymes, poems and songs.	Listen carefully to rhymes and songs, paying attention to how they sound.	Describe events in some detail	Describe events in some detail
<b>Personal, Emotional, Social Development</b>	I can identify something I am good at and understand everyone is good at different things	I understand that being different makes us all special	I know we are all different but the same in some ways	I can tell you why I think my home is special to me	I can tell you how to be a kind friend	I know which words to use to stand up for myself when someone says or does something unkind	Explain the reasons for rules
<b>Physical Development</b>	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Progress towards a more fluent style of moving, with developing control and grace.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Combine different movements with ease and fluency	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
<b>Literacy</b>	Spell words by identifying the sounds and then writing the sound with letter/s	Read a few common exception words matched to the school's phonic programme.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences	Form lower-case and capital letters correctly.	Spell words by identifying the sounds and then writing the sound with letter/s.	Read some letter groups that each represent one sound and say sounds for them.	Read some letter groups that each represent one sound and say sounds for them
<b>Read Write, Inc Phonics</b>	e, l, h	sh, r, j	v, y, w	th, ch, qu	x, ng, nk	Recap set 1	Recap set 1

<b>Red Words</b>	is, for, he	is, for, he	your, she, said	your, she, said	you, be, want	you, be, want	
<b>Mathematics Power Maths</b>	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Explore the composition of numbers to 5.	Explore the composition of numbers to 10.	Subitise up to 5	Compare numbers	Continue, copy and create repeating patterns.	
<b>Number of the Week</b>	6	7	8	9	10	Recap 1-5	Recap 6-10
<b>Understanding the World</b>	Describe what they see, hear and feel whilst outside.	Comment on images of familiar situations in the past.	Recognise that people have different beliefs and celebrate special times in different ways	Name and describe people who are familiar to them.	Understand that some places are special to members of their community	Compare and contrast characters from stories, including figures from the past.	
<b>Expressive arts and Design</b>	Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Share their creations, explaining the process they have used.	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Develop storylines in their pretend play.	
<b>RE</b>	Creation story	St Martin's Day	Why do we have celebrations?	Why do we have celebrations?	Why do we have celebrations?	The Christmas Story- Journey to Bethlehem	The Christmas Story- Journey to Bethlehem

Spring 1- The Way Back Home						
	Space	Transport	The Natural World	Dinosaurs	Chinese New Year	Mythical Creatures

<b>Communication and Language</b>	Use new vocabulary through the day.	Engage in non-fiction books.	Use new vocabulary in different contexts.	Articulate their ideas and thoughts in well-formed sentences.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in story times.
<b>Personal, Emotional, Social Development</b>	I understand that if I persevere I can tackle challenges	I can tell you about a time I didn't give up until I achieved my goal	I can set a goal and work towards it	I can use kind words to encourage people	I understand the link between what I learn now and the job I might like to do when I'm older	I can say how I feel when I achieve a goal and know what it means to feel proud
<b>Physical Development</b>	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	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.	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.	Develop overall body-strength, balance, co-ordination and agility.	Progress towards a more fluent style of moving, with developing control and grace.

<b>Literacy</b>	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Spell words by identifying the sounds and then writing the sound with letter/s.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
<b>Read Write, Inc Phonics</b>	Recap set 1-blending	ay, ee, igh	ow, oo, oo	ar, or, air	ir, ou, oy	Recap Set 2
<b>Red Words</b>	are, to, baby	are, to, baby	me, her, when	me, her, when	all, of, some	all, of, some
<b>Mathematics Power Maths</b>	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compare length, weight, volume and capacity.	Compare length, weight, volume and capacity.	Automatically recall number bonds for numbers 0-5 and some to 10.	Automatically recall number bonds for numbers 0-5 and some to 10.
<b>Number of the Week</b>	11	12	13	14	15	16
<b>Understanding the World</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Draw information from a simple map.	GOAL- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Explore the natural world around them.	Recognise some similarities and differences between life in this country and life in other countries.	Compare and contrast characters from stories, including figures from the past.

<b>Expressive arts and Design</b>	Make use of props and materials when role playing characters in narratives and stories.	Create collaboratively, sharing ideas, resources and skills.	Create collaboratively, sharing ideas, resources and skills.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour	Watch and talk about dance and performance art, expressing their feelings and responses.	Invent, adapt and recount narratives and stories with peers and their teacher.
<b>RE</b>	Why do Christians visit a church?	Why do Christians visit a church?	Special Places to us?	What is prayer?	Who did Jesus spend time with?	Who were Jesus' disciples?

Spring 2- Noah's Ark						
	Noah's Ark	The World of Books	Sea Creatures	Mini-Beasts	Farm Animals	Easter
<b>Communication and Language</b>	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
<b>Personal, Emotional, Social Development Story Project</b>	I understand that I need to exercise to keep my body healthy	I understand how moving and resting are good for my body	I know which foods are healthy and not so healthy and can make healthy eating choices	I know how to help myself go to sleep and understand why sleep is good for me	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	I know what a stranger is and how to stay safe if a stranger approaches me

<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Develop the foundations of a handwriting style which is fast, accurate and efficient.	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.	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.	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.	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.
<b>Literacy</b>	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Re-read what they have written to check that it makes sense	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Anticipate (where appropriate) key events in stories.	Write simple phrases and sentences that can be read by others.	Write recognisable letters, most of which are correctly formed.
<b>Read Write, Inc Phonics</b>	ay, ee	igh, ow	oo, oo	ar, or	air, ir	ou, oy
<b>Red Words</b>	they, do, so	they, do, so	was, what, do	was, what, do	old, mum, dad	old, mum, dad
<b>Mathematics Power Maths</b>	Explore and represent patterns within numbers up to 10, including evens and odds, double facts	Explore and represent patterns within numbers up to 10, including evens and odds, double facts	I understand how quantities can be distributed equally.	Have a deep understanding of number to 10, including the composition of each number.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).
<b>Number of the Week</b>	17	18	19	20	Recap 11-15	Recap 16-20

<b>Understanding the World</b>	Understand the effect of changing seasons on the natural world around them.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Understand some important processes and changes in the natural world around them, including the seasons	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Recognise that people have different beliefs and celebrate special times in different ways.
<b>Expressive arts and Design</b>	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Make use of props and materials when role-playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Invent, adapt and recount narratives and stories with peers and their teacher.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
<b>RE</b>	Courage	New Life- Signs of Spring	New Life	New Life- Easter Story	New Life	New Life

<b>Summer 1- Jack and the Beanstalk</b>						
	St George and the Dragon	Jack and the Beanstalk	Handa's Surprise	Spring	Pets and Vets	Pirates
<b>Communication and Language</b>	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and	Make comments about what they have heard and ask questions to clarify their understanding.	Make comments about what they have heard and ask questions to clarify their understanding.	ELG-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	ELG-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

		small group interactions. Holiday recount			modelling and support from their teacher.	modelling and support from their teacher.
<b>Personal, Emotional, Social Development</b>	I can identify some of the jobs I do in my family and how I feel like I belong	I know how to make friends to stop myself from feeling lonely	I can think of ways to solve problems and stay friends	I am starting to understand the impact of unkind words	I can use Calm Me time to manage my feelings	I know how to be a good friend
<b>Physical Development</b>	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	ELG- Demonstrate strength, balance and coordination when playing
<b>Literacy</b>	ELG-Write simple phrases and sentences that can be read by others.	ELG- Spell words by identifying sounds in them and representing the sounds with a letter or letters.	ELG-Spell words by identifying sounds in them and representing the sounds with a letter or letters.	ELG-Spell words by identifying sounds in them and representing the sounds with a letter or letters.	ELG- Spell words by identifying sounds in them and representing the sounds with a letter or letters.	ELG-Write simple phrases and sentences that can be read by others.
<b>Read Write, Inc Phonics</b>	Set 2 segmenting and blending ay, ee, igh	Set 2 segmenting and blending ow, oo, oo	Set 2 segmenting and blending ar, or, air	Set 2 segmenting and blending ir, ou, oy	Set 2 segmenting and blending all set 2	Set 2 segmenting and blending all set 2
<b>Red Words</b>	the, I, put	no, a, my	is, for, he	your, she, said	you, be, want	are, to, baby
<b>Mathematics Power Maths</b>	Have a deep understanding of number to 10, including the	Verbally count beyond 20, recognising the pattern of the counting system.	To count forwards and backwards using a number line.	To count forwards and backwards using a number line.	Understand the 'one more than/one less than' relationship	Select, rotate and manipulate shapes to develop spatial reasoning skills.

	composition of each number.				between consecutive numbers.	Compose and decompose shapes recognising a shape can have other shapes within it, just as numbers can.
<b>Mastering Number</b>	Subitising	Counting, ordinality and cardinality	Composition	Comparison	Composition	Rekenrek subitising
<b>Understanding the World</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	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.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	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.	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.
<b>Expressive arts and Design</b>	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Invent, adapt and recount narratives and stories with peers and their teacher.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Make use of props and materials when role playing characters in narratives and stories.	Sing a range of well-known nursery rhymes and songs.
<b>RE</b>	Honesty	The Creation Story	The World that God Made	The World that God Made	The World that God Made	The World that God Made

Summer 2- The Three Little Pigs

	<b>The Three Little Pigs</b>	<b>Goldilocks and the Three Bear</b>	<b>Three Billy Goats Gruff</b>	<b>The Ugly Duckling</b>	<b>The Gingerbread Man</b>	<b>Old Macdonald</b>
<b>Communication and Language</b>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	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.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences
<b>Personal, Emotional, Social Development</b>	I can name parts of the body	I can tell you some things I can do and foods I can eat to be healthy	I understand that we all grow from babies to adults	I can express how I feel about moving to Year 1	I can talk about my worries and/or the things I am looking forward to about being in Year 1	I can share my memories of the best bits of this year in Reception
<b>Physical Development</b>	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Negotiate space and obstacles safely, with consideration for themselves and others.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Negotiate space and obstacles safely, with consideration for themselves and others.

<b>Literacy</b>	Write simple phrases and sentences that can be read by others.	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play	ELG- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others.
<b>Read Write, Inc Phonics</b>	Alternative graphemes- double letters	Alternative graphemes- y ending	Multi- syllable words	Short sentences	Short sentences	Short sentences
<b>Red Words</b>	me, her, when	all, of, some	they, do, so	was, what, do	old, mum, dad	Recap all
<b>Mathematics Power Maths</b>	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,	Automatically recall double facts	ELG- Explore and represent patterns within numbers up to 10, including evens and odds.	Verbally count beyond 20, recognising the pattern of the counting system. Understand the 'one more than/one less than' relationship between consecutive numbers.	Compare length, weight and capacity.	Sequence events in a day in chronological order
<b>Mastering Number</b>	Patterns within numbers to 10	Understanding of numbers to 10	Comparasion	Counting beyond 20	Consolidation	Consolidation
<b>Understanding the World</b>	Describe their immediate environment using knowledge from observation, discussion, stories, non-	Describe their immediate environment using knowledge from observation, discussion, stories, non-	Describe what they see, hear and feel whilst outside.	Understand some important processes and changes in the natural world around them, including the	Know some similarities and differences between different religious and cultural communities in	Explore the natural world around them, making observations and drawing pictures

	fiction texts and maps.	fiction texts and maps.		seasons and changing states of matter	this country, drawing on their experiences and what has been read in class	of animals and plants.
<b>Expressive arts and Design</b>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Make use of props and materials when role playing characters in narratives and stories.	Share their creations, explaining the process they have used.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Sing a range of well-known nursery rhymes and songs
<b>RE</b>	Respect	The World God Made-To explain some similarities and differences between life in this country and life in other countries	Communities	Communities	The World God Made	The World God Made