

Reception Long Term Plan

2025-2026

Arboretum Primary School Vision

We are privileged to work in a community where we have a positive impact on children's lives and future every day. Our children are entitled to the best in education so they have the powerful knowledge and skills to compete at the highest level.

This will be achieved by:

- A well-sequenced, **knowledge-rich** curriculum with reading at the heart
- Planning that takes into account, research into **cognitive science**
- Extending and enriching their **vocabulary** across and beyond the curriculum
- Planning **experiences** that widen the children's knowledge base
- Our commitment to staff **development**
- Supporting our pupils to '**Reach for the Stars**'

Reach for the Stars

- S** - Supportive
- T** - Team Player
- A** - Aspirational
- R** - Resilient
- S** - Successful

Our school is:

- a safe, **supportive** stimulating learning environment
- a **team** of respectful, tolerant, open minded citizens
- a community where everyone **aspires** to be the very best they can be
- a community of **resilient** life-long learners
- a centre of excellence where all achieve **success**

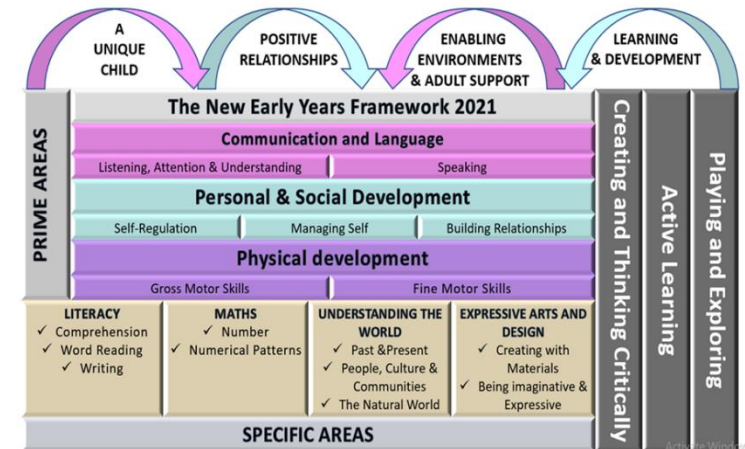
Curriculum intent

At Arboretum Primary School we intend for children to be ready, respectful and safe. Ready for the next stage in their learning journey. Ready to be challenged and to challenge themselves.

We teach children to be respectful of others and of the many wonderful differences that make each child unique.

We support children to feel safe through our positive relationships and our stimulating environment. We aspire for all children to feel safe to explore, manage their own risks and to make safe choices.

We are determined for our children to be confident, independent and to believe in themselves.



Reception - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Potential Themes and possible lines of enquiry</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>New Beginnings</p> <p>All about me, making friends What makes me wonderful? My home and community, family trees, different types of families, when I was a baby, self portraits, exploring our senses,</p>	<p>Once Upon a Time</p> <p>Traditional tales Right and wrong</p>	<p>Fantastic Beasts and Where to Find Them</p> <p>Mythical creatures Knights and Castles</p>	<p>The Sky Above My Head</p> <p>Clouds Weather Space</p>	<p>The Ground Beneath my Feet</p> <p>Underground animals Planting – roots Growing Seasonal changes – Spring Life cycles Our Surrounding area – what grows in our garden?</p>	<p>Sand between my toes</p> <p>Do you want to visit the seaside? Under the sea, Oceans, Rock pool investigation, The Seaside in the past, travel, weather reports, comparing climate – is it Summer everywhere?</p>
<p>Possible Celebrations & Experiences</p>	<p>European Day of Language Harvest Halloween Diwali Black History Month</p> <p>Storyteller Visit</p>	<p>Guy Fawkes / Bonfire Night Remembrance Day Christmas Remembrance day Anti- Bullying Week Nursery rhyme week</p> <p>Theatre Trip</p>	<p>Chinese New Year Pancake Day Lent Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day</p> <p>Dantastic Education – Fairytales Workshop</p>	<p>Easter Mothers Day Science Week Crest Aware Challenge: Earth and Beyond</p> <p>STEM workshop Space Dance workshop</p>	<p>St George's Day Earth Day</p> <p>Pond dipping Nature walk</p>	<p>Eid al-Adha Father's Day</p> <p>Aqualease Rockpool Experience Where does Ice cream come from? – Bluebells trip</p>
<p>Focus Texts</p>						
<p>The Arboretum Promise</p>	<p>7. Perform in a Nativity; 9. Watch a live orchestra</p>		<p>10. Bake cakes and biscuits</p>		<p>8. Visit a farm</p>	
<p>Involving Parents</p>	<p>Story time workshop – modelling how to share stories with children Parent information meeting</p>	<p>Parent Christmas craft afternoon Parents Evening</p>	<p>Parents invited in to share stories Parent information meeting</p>	<p>Mother's day afternoon tea Parents Evening</p>	<p>Seed planting day Parent information meeting</p>	<p>Father's day activities End of year celebration Parents Evening</p>

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring:

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning:

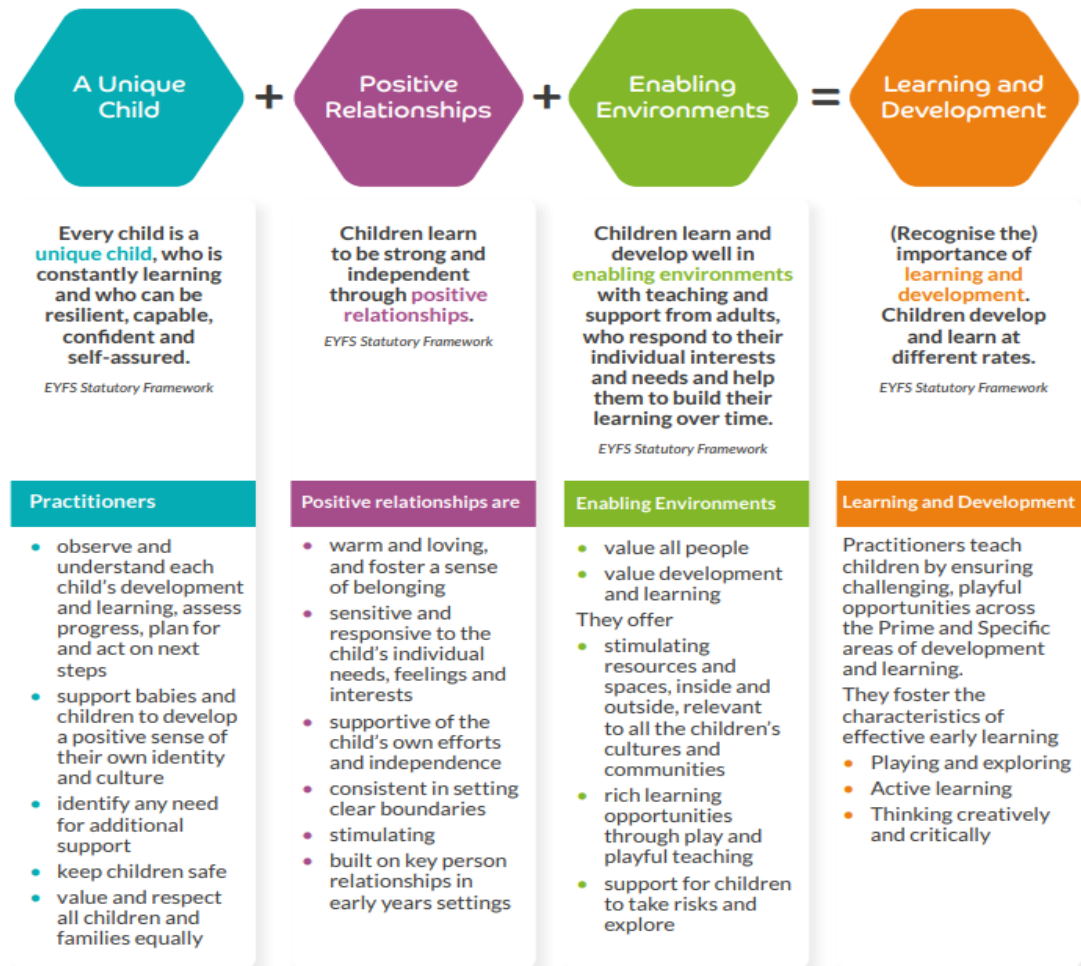
Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically:

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

PRINCIPLES OF THE EYFS

Birth to 5 Matters



COMMUNICATION AND LANGUAGE

Statutory Guidance from the EYFS Framework for Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.


Ongoing Communication and Language skills developed throughout the year through high quality interactions, group discussions, Story Time, singing and weekly intervention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Fantastic Beasts and Where to Find Them	The Sky Above my Head	The Ground Beneath my Feet	The Sand Between my Toes
	<ul style="list-style-type: none"> Children will continue to learn new vocabulary and its meaning. Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory. 					
Listening, Attention and Understanding	Children understand how to listen and why listening is important Begin to ask questions to find out more Children listen to stories. Children listen to rhymes and songs, paying attention to how they sound.		Continue to understand how to listen and why listening is important Use new vocabulary throughout the day Begin to ask questions to find out more and to check they understand what has been said to them. Children listen to and talk about stories to build familiarity and understanding. Children learn rhymes, poems and songs. Children engage in non-fiction books.	Children can listen in a range of situations. They can listen and attend to a task that they are focussed on. Children listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
Speaking	Learn new vocabulary Use new vocabulary throughout the day		Children use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences	Connect one idea or action to another using a range of connectives Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.		
Story time – see overview	Children's language skills are developed through daily story time sessions. Children focus on a quality text (a variety of both fiction and non-fiction) over two weeks. Daily sessions encourage children to listen attentively, understand and use new vocabulary and story language, sequence the story, demonstrate their understanding by asking and answering questions about the story and suggesting alternative endings as well as retelling the story in their own words and with direct repetition from the text.					
Implementation	Adults will:					

- Promote and model active listening skills
- Signal when they want children to listen, e.g. using the 'stop' sign
- Identify new vocabulary before planning activities
- Introduce categories when teaching vocabulary, e.g. an strawberry is a type of fruit
- Use intentional vocabulary in provision
- Use specific focus vocabulary repeatedly throughout the day
- Refer back to previously taught vocabulary regularly and review it in different contexts
- Think out loud, 'I wonder why...'
- Use complete sentences in every day talk
- Help children to build sentences
- Provide a running commentary or narrative of their own and children's actions
- Ask open questions
- Instead of correcting, repeat back, modelling correct use of grammar, e.g. 'that's right, you drank your drink quickly.'
- Regularly remind children of previous events, 'remember when we...'
- Extend children's thinking, 'how will you stop your tower from falling down?'
- Give children problem solving words and phrases, 'so that', 'because', 'it might be...'
- Share several stories throughout the day
- Carefully choose quality texts which develop children's vocabulary
- Show parents how to share stories with their children
- Make time for children to tell each other stories and to create their own stories
- Model noticing how words sound, e.g. 'frog, log - those words rhyme.'
- Share traditional and contemporary poems with children
- Re-read selected books and make them available for children to share and read independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Statutory Guidance from the EYFS Framework for Personal, Social and Emotional Development:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

 Whole school scheme of learning for PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Fantastic Beasts and Where to Find Them	The Sky Above my Head	The Ground Beneath my Feet	The Sand Between my Toes
	Being in my World Who am I and how do I fit?	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and the emotions that go with this.	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships.	Changing Me Coping positively with change
Self -regulation	Children begin to describe themselves in positive terms Confident to speak to others about needs and wants Begin to know why they are upset and explain why	Children begin to talk about their abilities Children are confident to speak about their needs wants, interests and opinions Children name and identify their feelings/emotions and consider the feelings of others	Children begin to express their feelings and know when they have been kind/considerate Begin to be able to moderate their feelings when they are upset and develop strategies to calm down Develop confidence when speaking in a group	Children are happy and confident to talk about their own ideas Children can talk about the things they like and dislike and begin to say why Children are able to say when they do or do not need help Continue to moderate their feelings and use strategies to calm down	Children talk about their strength and show pride in their achievements Children are increasingly able to moderate their feelings and regulate their behavior accordingly	Children are increasingly able to control their impulses when necessary They maintain focus and attention in appropriate scenarios including when engaged in an activity Children follow instructions involving more than one idea or instruction

<p>Managing self</p>	<p>Children understand that their needs may not be immediately met and are usually able to tolerate delay</p> <p>Children are able to adapt their behavior to different events</p> <p>They begin to understand the rules of Ready, Respectful, Safe</p> <p>Children independently use the toilet, wash their hands, put their coat and wellingtons on.</p> <p>Children independently access breakfast and snack.</p>	<p>Children grow in confidence and enjoy trying new things and engaging in new experiences</p> <p>Children get changed for PE with support</p> <p>Children increasingly follow the rules of Ready, Respectful, Safe</p>	<p>Children develop in resilience and keep trying even when something is difficult</p> <p>Children get changed for PE with developing independence</p>	<p>Children demonstrate increasing resilience and perseverance when faced with a challenge</p> <p>Children begin to understand the importance of good oral hygiene and a healthy balanced diet</p>	<p>Children can talk about some of the ways to keep themselves healthy, e.g. the need for a varied, balanced diet</p>	<p>Children demonstrate skill and confidence in dressing for PE, e.g. fastening buttons and zips</p> <p>They understand and follow the rules of Ready, Respectful and Safe and talk about why they are important</p> <p>Children have a good understanding of right and wrong.</p>
<p>Building relationships</p>	<p>Children will play in a group and extend and elaborate on play ideas</p> <p>They will demonstrate friendly behaviour, initiate conversations and form relationships with peers and adults</p> <p>They will seek support from adults when needed</p>	<p>Children will begin to develop special friendships</p> <p>Children will continue to develop positive, meaningful relationships with their teachers</p>	<p>With support children will work collaboratively, take turns and share resources.</p> <p>Children will begin to use strategies such as timers to support sharing and turn taking</p>	<p>Children will begin to find solutions and strategies to overcome conflicts with support from adults</p> <p>They will begin to show sensitivity to others feelings</p>	<p>Children will begin to develop relationships with other adults around school – to support transition</p> <p>They will continue to build constructive and respectful relationships with their peers and familiar adults as well other familiar members of staff</p>	<p>Children will listen to the ideas of others and demonstrate the ability to manage conflict and find solutions through compromise and teamwork.</p> <p>Children will have developed strong and mutually respectful relationships</p>

Implementation

Adults will:

- Make time to get to know each child and their family through transition and throughout the year
- Take opportunities to highlight and explore children's interests and fascinations
- Provide opportunities for play which involves sharing and cooperating
- Set high expectations, with high levels of support when necessary
- Model positive behavior at all times
- Highlight exemplary behavior
- Encourage children to express their feelings safely
- Help children to reflect and self-evaluate their work
- Demonstrate that mistakes are an important part of learning
- Give children strategies for staying calm - provide space and time to calm down and return to an activity
- Support children in understanding the rules Ready, Respectful and Safe and why they are important
- Model good hygiene practices
- Work with parents/health visitor/school nurse where necessary
- Use books and other resources to explain the importance of the different aspects of a healthy lifestyle
- Model and refer to the zones of regulation 'I can tell I am in the yellow zone because...' encourage children to identify and label their feelings
- Remind children that there are no bad feelings

PHYSICAL DEVELOPMENT

Statutory Guidance from the EYFS Framework for Physical Development:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Fantastic Beasts and Where to Find Them	The Sky Above my Head	The Ground Beneath my Feet	The Sand Between my Toes
Gross motor skills	Children will begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. They will begin to safely use tools and equipment	Children will begin to develop overall body; strength, balance, co-ordination, balance and agility. They will experiment moving in different ways.	Children continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.	Children negotiate space successfully and can adjust speed and direction. Children show increasing control with a ball.	Children will use equipment safely with consideration to others. They will move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Children negotiate space and obstacles safely. They show strength, balance and coordination when playing. Children move energetically in a range of ways.
Fine motor skills	Children hold a pencil comfortably beginning to use a tripod grip They draw lines and circles Children use one handed tools, e.g. make snips in paper with scissors They begin to use tools correctly with purpose	Children hold a knife and fork correctly Children hold a pencil correctly with increasing control They begin to form some letters correctly and use these in their writing	Children develop an effective pencil grip to form recognisable letters Children show preference for a dominant hand They begin to use tools with the correct intention and increasing control.	Children hold scissors safely and correctly and cut out large shapes. They write letters using the correct letter formation and control the size of the letters formed.	Children hold scissors safely and correctly and cut out various materials They use a range of small tools safely with increasing control including tweezers, paint brushes and cutlery	Children hold a pencil using tripod grip in preparation for fluent writing as well as drawing with accuracy They use tools and handle objects safely and with skill and accuracy.

PE	Fundamental Skills	Sports Hall athletics / Multi skills	Gymnastics	Games – Kicking (Football focus)	Athletics	Games – Throwing and catching
Implementation	<p>Adults will:</p> <ul style="list-style-type: none"> - Facilitate regular opportunities for free flow, providing children with space to practice and refine large movements both inside and outside - Model precise vocabulary to describe movement and directionality - Offer children further physical challenges when they are ready, such as climbing higher, running faster, jumping further - Allow for time to be still and quiet - Encourage children to be highly active, getting out of breath several times a day - Before teaching children correct pencil grip and posture for writing adults will check that children have developed their upper arm and shoulder strength sufficiently and that they can move and rotate their lower arms and wrists independently - Provide activities and resources that further refine small motor skills, e.g. threading and sewing, woodwork, pouring, stirring, using spray bottles etc. - Continuously check children's pencil grip, handling of scissors and knives and forks – model this regularly - Create obstacle courses that demand a range of movements to complete - Encourage children to draw freely - Teach and model correct letter formation 					

LITERACY

Statutory Guidance from the EYFS Framework for Literacy:

It is crucial for children to develop a life-long long 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.)

	Autumn 1 New Beginnings	Autumn 2 Once Upon a Time	Spring 1 Fantastic Beasts and Where to Find Them	Spring 2 The Sky Above my Head	Summer 1 The Ground Beneath my Feet	Summer 2 The Sand Between my Toes
	Phase 2 graphemes Tricky words	Phase 2 graphemes including words with s at the end Tricky words	Phase 3 graphemes, words with double letters, longer words Tricky words	Review Phase 3 graphemes, words with double letters and longer words Words with 2 or more digraphs Words ending in ing Compound words Review tricky words taught so far and secure spelling	Phase 4 CVCC, CCVC, CCVCC CCCVC CCCVCC words, longer words, compound words and root words ending in -ing, -ed /t/, -ed /id/ /ed/ -est New tricky words	Phase 4 graphemes long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words Review tricky words taught so far and secure spelling
Word Reading	Children will join in with rhymes and stories	Children will link taught sounds to letters in the alphabet	Children will read simple words and sentences	Children will identify rhymes Children will read tricky words	Children will read simple sentences with known letter-sound	Children will read simple sentences and books that are


	<p>Children will join in with the rhythm of well known rhymes and songs</p> <p>They will recognise their own name</p> <p>Identify initial sounds in words</p> <p>Children will recognise taught sounds</p>	<p>Children will blend and segment simple CVC words</p> <p>Children will read digraphs</p>		<p>Children will read simple sentences with known letter-sound correspondences and some tricky words</p>	<p>correspondences and some tricky words</p>	<p>consistent with their phonic knowledge.</p> <p>They will say a sound for each letter of the alphabet and at least 10 digraphs</p>
Comprehension	<p>Children hold books carefully and respectfully. They turn pages and show understanding of illustrations.</p> <p>Children understand that books have a beginning and an end</p>	<p>Children can sequence events from a familiar story</p> <p>Children discuss a range of books – both fiction and non-fiction</p> <p>Children begin to answer simple questions about books that they are familiar with</p>	<p>Children can talk about favourite stories and rhymes</p> <p>Children say what they liked or disliked about a story</p> <p>Children use the front cover, or blurb of a book to make a prediction</p>	<p>Children use the story language and specific taught vocabulary in their play and</p> <p>Children talk about characters and events in books</p> <p>They show increasing confidence in sequencing events in a story</p>	<p>Children use events in a story to suggest what might happen next</p> <p>Children understand and know the difference between fiction and non-fiction</p>	<p>Children enjoy discussions about books, talking about characters and events and their likes and dislikes</p> <p>They demonstrate what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
Writing	<p>Children will write their own name</p> <p>Children will write some other indefinable taught letters</p> <p>Children will write initial sounds for words</p>	<p>Children will segment and blend the sounds in simple CVC words</p> <p>They will begin to spell words by identifying the sounds and writing them with corresponding letter</p>	<p>Children will begin to write simple sentences</p> <p>Children will begin to use capital letters and full stops correctly</p>	<p>Children will continue to use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>They will write some tricky words</p> <p>Children will make phonetically plausible attempts at more complex words</p>	<p>Children will continue to use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>They will use capital letters, finger spaces and full stops correctly</p> <p>Children will begin to re-read what they have written to check it makes sense</p>	<p>Children will write simple phrases and sentences which can be read by themselves and others.</p>
Implentation	<p>Adults will</p> <ul style="list-style-type: none"> - Enthuse children with a love of reading - Provide warm, inviting reading areas - Share stories daily 					

- Play games to encourage children to hear and say sounds in words, e.g. Fred talk throughout the day
- Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge
- Make shared stories available for children to access independently in provision
- Model and teach Fred fingers to support spelling
- Teach handwriting daily
- Help children to memorise sentences for writing by saying it out loud lots of times
- Model reading and re-reading their own writing to check it makes sense
- Provide real life opportunities for writing for a purpose and model these in provision every day, e.g. lists, instructions, labels, letters etc.
- Share strategies with parents to support children's reading and writing at home

MATHEMATICS

Statutory Guidance from the EYFS Framework for Mathematics:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Fantastic Beasts and Where to Find Them	The Sky Above my Head	The Ground Beneath my Feet	The Sand Between my Toes
	Getting to know you Opportunities for children to explore Maths opportunities within provision – adults to model areas and resources, observe and assess	It's me 123 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3D Shape	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections Consolidation

	Match, sort and compare Talk about Measures and Patterns					
Number and Numerical Patterns	<p>Children will recognise numerals to 5</p> <p>Children will begin to subitise to 5</p> <p>Children will find 1 more and 1 less within 5</p> <p>Children will explore and understand the composition of numbers to 5</p> <p>Children will match the written numeral to quantity of numbers to 5</p> <p>They will identify which group of objects has more or less</p> <p>They will compare equal and unequal groups</p> <p>Children will count forwards to 5 and then to 10</p> <p>Children will count backwards from 5 to 0 and then from 10 to 0</p> <p>Children will order numbers to 5</p>	<p>Children will recognise numerals to 10</p> <p>Children will begin to subitise to 10</p> <p>Children will find 1 more and 1 less within 10</p> <p>Children will explore and understand the composition of numbers to 10</p> <p>Children will match the written numeral to quantity of numbers to 10</p> <p>Children will consolidate their knowledge within 5</p> <p>Children will estimate a number of objects in a group</p> <p>Children will begin to learn doubles</p> <p>Children will count forwards to 15.</p> <p>They will count objects up to 10.</p> <p>They will order numbers to 10.</p> <p>Children will compare quantities to 10</p> <p>Children will identify a missing number from a number line.</p> <p>Children will identify odd and even numbers</p> <p>Children will combine two groups of objects by counting all of them together</p> <p>They take objects away and count how many are left.</p>			<p>Children will recognise numbers to 20.</p> <p>They will consolidate pairs of numbers which make 5 and 10.</p> <p>They add two given quantities to find the total and subtract a one digit from another one digit number.</p> <p>Children count to 20 and order numbers to 20.</p>	<p>Children know addition and subtraction facts within 10.</p> <p>They recall double facts and half facts within 10.</p> <p>Children know that 1, 3, 5, 7, 9 are odd numbers and that 2, 4, 6, 8 and 10 are even numbers.</p> <p>Children can share quantities equally.</p> <p>They combine groups of 2, 5 and 10s.</p>
Shape, space and measure	<p>Children match and sort objects</p> <p>Children begin to compare capacity, length, height and size</p> <p>Children continue a repeating pattern of 2 objects or colours</p> <p>Children recognise and name familiar 2D shapes – circle, square, triangle and rectangle</p>	<p>Children order objects by height and length</p> <p>Children order the days of the week</p> <p>They measure height using objects such as cubes</p>	<p>Children begin to name and explore the properties of 3D shapes</p>	<p>Children describe the properties of 3D shapes</p> <p>They make pictures by arranging shapes</p> <p>Children construct with a purpose in mind showing awareness of shape and space</p>	<p>Children finish a repeating pattern – they can say what comes next and explain why</p> <p>They create their own patterns using shapes and objects</p> <p>Children name and describe 2D and 3D shapes</p>	
Implementation	<p>Adults will:</p> <ul style="list-style-type: none"> - Model the key skills of counting objects, including saying the numbers in order and matching one number name to each item - Say how many there are after counting, e.g. '5,6,7,8... There are 8 apples.' - Build counting into everyday routines 					

	<ul style="list-style-type: none"> - Sing counting songs and number rhymes daily - Read stories involving counting - Use five frames and ten frames to familiarise children with the tens structure of the number system - Prompt children to subitise, 'I don't think we need to count those.' - Display numerals in order - Provide collections of objects to compare - Use specific mathematical vocabulary in a variety of everyday contexts - Spot and use opportunities for children to apply number bonds, 'There are 5 of us but only 2 clipboard, how many more do we need?' - Provide high quality pattern and building sets including building blocks, magnetic construction tiles and natural materials - Model comparative language using 'than' e.g. 'this is heavier than that.' - Encourage children to make and test predictions 'which hold more water?'
--	---

UNDERSTANDING THE WORLD

Statutory Guidance from the EYFS Framework for Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Fantastic Beasts and Where to Find Them	The Sky Above my Head	The Ground Beneath my Feet	The Sand Between my Toes
Past and Present	To talk about members of their family and the relationship to them e.g. Mum, Dad.	Children will remember and talk about significant events in their own experiences, e.g. their birthdays	Children will begin to be familiar with words and phrases associated with long ago such as 'in the past' or 'a long time ago.'	To use the language of time when talking about past and present events.	To order experiences that have happened to them and in stories they have read	To compare and contrast the past and present and to describe and ask questions about old and new. To notice similarities and differences independently and talk about these.

People, culture and communities	<p>To know their address and identify landmarks they see on their way to school.</p> <p>Children show increasing interest in the lives of people who are familiar to them</p> <p>Children talk about people who are helpful</p>	<p>Children begin to understand that not everybody celebrates the same things as them</p> <p>Children begin to be aware of similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p>I can identify similarities and differences between homes in our country.</p> <p>Children draw information from a simple map</p>	<p>To recognise some environments that are different to the one in which they live – what does Spring look like in...?</p>	<p>Children describe their immediate environment and compare and contrast environments</p>	<p>To make comparisons between life for children in this country and other countries drawing on knowledge from stories, non fiction texts and maps</p>
RE - The Derbyshire and Derby City Agreed Syllabus	Believing – What do I do when I feel sad?		Expressing – What places are special and why?		Living – what makes me and others around me happy?	
The natural world	<p>Children will explore the natural world around them – in their immediate environment, at home, in school, at the park They will talk about some of the things they have observed</p>	<p>Children will describe what they see, hear and feel outside They will show awareness of seasonal changes</p>	<p>Children will ask questions about aspects of their familiar world and immediate environment</p>	<p>Children will understand the effect of the changing seasons on the natural world around them</p> <p>Children will look closely at similarities, differences, patterns and change in nature</p>	<p>Children will develop a greater understanding of growth, decay and changes over time</p> <p>Children will identify features of living things such as animals with legs, or those with wings</p>	<p>Children will show an understanding of their own environment and recognise environments that are different to the one in which they live</p> <p>Children will develop an understanding of changing states of matter</p>
ICT	<p>Completes a simple program on electronic devices Uses ICT hardware to interact with age-appropriate computer software</p>		<p>Can create content such as a video recording, stories, and/or draw a picture on screen</p>		<p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them</p>	
Implementation	<p>Adults will:</p> <ul style="list-style-type: none"> - Share information about their own family, giving children time to ask questions and make comments - Encourage children to share pictures of their family - Talk about people in the community that children may have come across, e.g. police, fire service, doctors 					

- Present children with pictures, stories and artefacts from the past, explaining similarities and differences
- Offer opportunities for children to begin to organise events using basic chronology, e.g. things that happened before they were born
- Draw children's attention to the immediate environment, introducing and modelling new vocabulary
- Familiarise the children with the name of the road and city that Arboretum is located in
- Offer opportunities for children to draw simple maps, e.g. from imaginary stories that they are familiar with
- Invite visitors from different religious or cultural communities into the classroom to share their experiences with the children
- Weave opportunities for children to engage with religious or cultural customs and traditions at appropriate times throughout the year
- Use images, video clips and shared texts to bring the wider world into the classroom
- Provide children with frequent opportunities to play and explore outside for extended periods of time
- Discuss how we care for the natural world
- Observe and interact with natural processes such as ice melting, an object casting a shadow or a boat floating on water
- Name and describe some plants and animals specific to our environment
- Draw attention to the weather and seasonal changes
- Provide opportunities for children to record the weather

EXPRESSIVE ARTS AND DESIGN

Statutory Guidance from the EYFS Framework for Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Children will be exposed to a work of art and a piece of music linked to each focus text. They will learn simple facts about a variety of artists/composers/performers. They will talk about what they like and dislike about a particular piece and make comparisons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Fantastic Beasts and Where to Find Them	The Sky Above my Head	The Ground Beneath my Feet	The Sand Between my Toes
Creating with materials	Children will show an understanding	Children will use simple tools and techniques competently and	Children will use a variety of materials, tools and techniques	Children will select tools and techniques with a purpose in mind	Children will begin to evaluate their creations and talk about their process.	Children will make props to support their role play using the skills and

	that tools can be used for a purpose Children will begin to experiment with mixing colours Children will begin to experiment with different texture	appropriately – e.g. selecting an appropriate paint brush for a given purpose Children will continue to experiment with mixing colours and textures Children will experiment with pattern and printing.	Children will experiment with colour, texture, design, form and function Children will create models with a variety of media and materials	They will develop appropriate techniques needed to shape, assemble and join materials they are using Children will understand that different media can be combined to plan and create new effects		techniques that they have acquired
Being imaginative and expressive	Children will enjoy joining in with dancing and singing They sing familiar songs Children begin to move rhythmically Children will explore the role play area and join in with familiar pretend play	Children will experiment with movement in response to music Children tap out simple repeated rhythms Children explore and learn how sounds can be changed Children will build and develop storylines in role play	Children will sing songs, make music and experiment with ways of changing them They will begin to build a repertoire of songs and dances Children will begin to retell stories they have shared during role play	Children to continue to build a repertoire of songs and dances Children will initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences Children will retell stories they have shared during role play with increasing imagination and creativity	Children to continue to build up their repertoire of songs and dances They will continue to explore their feelings and ideas through movement They will continue to explore the sounds of musical instruments and how they can be changed Children will extend and develop increasingly imaginative story lines through role play	Children will perform songs, rhymes, poems and stories with others and they will move in time to music Children may show a passion for one or more ways of expressing themselves Children will extend and develop increasingly imaginative story lines through role play using props that they have made
Implementation	<p>Adults will:</p> <ul style="list-style-type: none"> - Teach children to develop colour mixing techniques - Provide children with a range of materials to construct with, encouraging them to think and discuss what they want to make - Teach children different techniques for joining materials, such as how to use tape, or different sorts of glue - Promote independence - Expose children to art and artists to generate conversation and inspiration - Invite musicians into the classroom - Offer opportunities for children to go to a live performance - Introduce new songs and repeat them regularly - Play movement and listening games - Encourage children to create their own music - Encourage children to replicate choreographed dances 					
As well as the planned learning above there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.						

EARLY LEARNING GOALS

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.</p>	<p>Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skip.</p> <p>Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Number: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

PROGRESSION OF COMMON PLAY BEHAVIOURS					
SMALL WORLD					
Behaviour	Imitates and represents objects as another	Represents an Environment	Creates Narrative around Play	Recalls Past Events	Resources to Facilitate Play
Extended Skill	Able to find a resource for a given purpose to fit in with their narrative.	Children design and imagine their own story setting.	Uses story language and story features to create a narrative of their own.	Creates shared narratives.	Open Ended Resources - Pine cones, Rocks, Pebbles, Buttons, Lollipop Sticks, Small bits of Material, Sticks, Peg Dolls, Foliage, Mini me, Character Photos, Animals (organised into animal groups)
Developing Skill	Represents a range of resources as chosen objects	Create an environment that they have created/ imagined.	Uses some story language in their play – familiar lines from stories and familiar story themes.	Able to intertwine their own experiences with the experiences with the experience of others.	Characters from familiar stories, Doll's house and house furniture, Mini me, Character photos, Animals
Emerging Skill	Represents objects as different objects. Talks expressively about the object they have represented as something else.	Represent/create environments from stories.	Explains their actions in small world play (e.g.: pretend the man is walking)	Articulates thoughts and feelings through a narrative.	Artificial grass, Coloured fabric, Cars, Vehicles, Figures from stories/ TV/ movies, Fairy-tale Characters, Animals
CONSTRUCTION AREA					
Behaviour	Creates a Structure	Special Awareness	Constructs with a purpose in mind	Resources to Facilitate Play	
Extended Skills	Builds more elaborate structures. Includes systems (e.g.: Pathways, Roads, Bridges etc) and adds detail to structure.	Build a house/model with different rooms or different parts. Uses smaller blocks/construction tools to create intricate structures.	Creates a design before they construct. Change, adapt and modify model to serve a purpose.	Small blocks, Kapla, Meccano, Nuts and Bolts, Handles, Wheels and Axels, Knex, Squared paper/design sheets	
Developing Skill	Ensures model is stable. Combines resources to create a structure.	Understands safety elements (e.g.: if tower is taller than themselves then it might hurt them if it falls)	Combine construction resources to create a model.	Lego, Mobilo, Small blocks, Large Blocks, Coloured blocks, Kapla, Squared paper	
Emerging Skill	Uses resources to construct buildings.	Selects the appropriately sized blocks/construction resources for their chosen purpose/workspace.	Plans what they will use.	Duplo, Stickle bricks, Mobilo, Small blocks, Large blocks	

MALLABLE AREA					
Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended Skill	Ensures they have rolled dough to desired size/shape.	Chooses tools to create a desired shape, size and texture.	Uses cutting tools to create a desired shape.	Creates more intricate shapes	Modelling clay and clay tools, Clay boards, Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.
Developing Skill	Uses rolling pin to roll dough/clay flat with pressure	Explores the way tools create different textures.	Uses cutting tools to cut away any excess dough/clay.	Able to use tools to manipulate dough/clay to add detail.	Extruders with patterned ends, Plastic knives, Metal trays and tins in different sizes, Introduce tougher malleable materials like clay
Emerging Skill	Beginning to use a rolling pin to flatten the dough/clay with some necessary pressure.	Uses hands to flatten, squash, bend, twist and stretch dough with necessary pressure.	Uses tools to cut away excess dough.	Uses tools to add detail.	Play Dough, Muffin Tins, Metal Trays, Cookie Cutters, Rolling Pins, Dough stampers, Bowls and Dishes

ROLE PLAY					
Behaviour	Express Emotions and Feelings	Acts in a Role	Creates Narrative around Play	Recalls Past Events	Resources to Facilitate Play
Extended Skills	Responds to scenarios in role play with empathy.	Uses different voices and expressions. Takes on a range of roles confidently.	Creates shared narratives.	Able to intertwine their own experiences with the experiences of others.	Material, Scarves, Cloaks, Hats, Ties, Bags, Purses, Jewellery, Pillowcases (for children to create their own outfits with)
Developing Skill	Expresses a range of emotions through role play.	Plays as different roles.	Uses story language and story features to create a narrative of their own.	Articulates thoughts and feelings through narrative.	Till and Coins, Selection of Play Food, Household Objects, Role Play Outfits, Begin to introduce more Open-Ended resources, Babies and baby clothes.
Emerging Skill	Shows an awareness of the feelings of other 'characters' feelings in joint role play.	Acts out both familiar and unfamiliar imaginative scenarios. Uses props to develop their chosen character role.	Uses some story language in their play – familiar lines from stories, familiar story themes.	Re-enacts their experiences through a narrative.	Selection of play food, Household objects - e.g.: - Brush and dustpan, pots and pans, etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc.

WORKSHOP

Behaviour	Cutting	Fixing/Joining	Stick/Collage	Resources to facilitate play
Extended Skill	Uses scissors to cut thicker materials such as card.	Selects media to achieve a desired effect	Makes decisions about what they will use to stick – which will be the most effective way to stick? Makes decisions about what the correct amount of tape/glue to use is.	Scissors, Hole punch, Sellotape, Masking Tape, Stapler, Paper clips, Treasury tags, Glue/ PVA glue, Range of paper/card Lollipop sticks, Match sticks, Pom Poms, Feathers, Sequins, Beads, Buttons, Support using glue gun
Developing Skill	Uses scissors with increased control to cut out a desired shape.	Checks that a fastening is secure	Able to use glue/tape to fasten thicker materials together. Controls glue spatula to spread glue.	Scissors, Sellotape, Masking tape, Large and small boxes, Thick and thin card, Paper, Tissue Paper, Crepe paper, Bottles, Tubes, PVA glue, Glue sticks, Lollipop sticks, Match sticks, Pom Poms, Feathers, Sequins, Beads, Buttons
Emerging Skill	Holds scissors correctly.	Plans how they will fasten things together	Uses sticking resources to explore creating different textures. Sticks carefully selected items together to achieve desired purpose.	Masking tape, PVA glue, Card, Paper, Tissue Paper, Crepe Paper, Boxes, Tubes, Lollipop Sticks, Match Sticks, Pom Poms, Feathers