Crawshawbooth Primary School
Long Term Overview

Intent:

At Crawshawbooth Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At Crawshawbooth Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and sandpit. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive newsletters each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Class Dojo to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Impact:

Our curriculum and its delivery ensure that children, from their own starting points, make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year 1.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations - making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

	Autumn 1 Super Me!	Autumn 2 Let's Celebrate!	Spring 1 Lost in Space	Spring 2 People Who Help Us	Summer 1 Roots, Shoots and Muddy Boots	Summer 2 At The Seaside!	EARLY LEARNING GOALS
Possible Themes / Interests / Lines of Enquiry	Settling in Family Autumn Superheroes Houses and Homes	Autumn Diwali Halloween Bonfire Night Nativity / Christmas Christmas around the world	Space Planet Earth Months of the Year Winter Lunar New Year	Spring Pancake Day Easter Mother's Day World Book Day Teachers and Police	Planting / gardening Life cycles Local area Farm visit Farmers	Summer Hot places Holidays (past and present) Transport (past and present) Schools (past and present) Toys (past and present) Childhood	
Possible Texts	Starting at School Harry & The Dinosaurs at School ZOG Supertato Super Daisy Superworm Marvel	Meg and Mog The Bonfire Dance Poppies Kipper's Birthday One Snowy Night Stick Man The Jolly Christmas Postman The Nativity	The Dot The Solar System Whatever Next Lunar New Year The Way Back Home	Burglar Bill Dinosaur Police The Hospital Dog Charlie and the Firefighters Emergency! Just a Job for Dad	The Wonder The Jack and the Beanstalk Jasper's Beanstalk Farmer Duck The Tiny Seed	What the ladybird heard at the seaside. Look What I Found at The Seaside. The Lighthouse Keepers Lunch Rainbow Fish Snail & The Whale Seaside Holidays Then and Now	
COMMUNICATION AND LANGUAGE ➢ Listening, Attention and Understanding ➢ Speaking	Understand how to listen carefully and why listening is important. Develop social phrases. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	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 heard and ask questions to clarify their understanding.

	Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs.			• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT ➢ Self-Regulation ➢ Managing Self ➢ Building Relationships	NB. These statements have been split for extra focus but all will apply on an ongoing basis throughout the Reception year.			Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing.	Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.	

Taught discretely using Coram SCARF as well as through quality interactions throughout the day	ME AND MY RELATIONSHIPS Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.	VALUING DIFFERENCE Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.	KEEPING SAFE Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online (links to NOS/Computing). Name adults in their lives and those in their community who keep them safe.	RIGHTS AND RESPECT Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.	BEING MY BEST Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.	GROWING AND CHANGING Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.	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. 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. 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.
PHYSICAL DEVELOPMENT ➢ Gross Motor Skills ➢ Fine Motor Skills PE taught using LCC Primary PE Planning	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Combine different movements with ease and fluency.	Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop overall body-strength, balance, co-ordination, and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.						

							• Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
LITERACY ➢ Word Reading ➢ Comprehension Taught using LCC Red Rose Letters and Sounds	Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.						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. 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
	Word Reading: Blend phonemes orally within VC and CVC words. Read words, sentences and decodable texts containing the graphemes: s, a, t, p, i, n, m, d, g, o, c, k. Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space. Read word, sentences and decodable texts with the tricky word: the. Read high frequency words: as, is, his, has linked to s pronounced /z/ where appropriate.	Word Reading: Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: ck, e u, r, h, b, f, ff l, ll, ss. Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space. Read words, sentences and decodable texts with the tricky words: I, to, no, go, into.	Word Reading: Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: j, v, w, x, y, z, zz, qu, ch, sh, th/th, ng, ai, ee. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: he, she, we, be, me, was, my, you, they, her, all.	Word Reading: Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: igh, oa, oo/oo, ar, or, ur, ow, oi, ear, air, ure, er, with two-syllable words. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: are (Phase 3). Read words, sentences and decodable texts with the tricky words: like, said, when, have, one, come, do, so, were, some, there (Phase 4).	Word Reading: Blend phonemes orally within Phase 4 words. Read words, sentences and decodable texts containing: CCVC, CCVCC, CCCVC, CCCVCC words. Read words, sentences and decodable texts containing: polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: like, said, when, have, one, come, do, so, were, some, there, out, little, what.	Word Reading: Blend phonemes orally within Phase 4 words. Read words, sentences and decodable texts containing: CCVC, CCVCC, CCCVC, CCCVCC words. Read words, sentences and decodable texts containing: polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: come, do, so, were, some, there, out, little, what.	

						Read word, sentences and decodable texts with the high frequency word: it's.	stories, non-fiction, rhymes and poems and during role play.
	Comprehension: Listen to stories or information that has been read to them. Recite simple rhymes. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts, e.g. labels, images. Look closely at the illustrations to develop understanding of a story. Activate knowledge linked to own experiences, e.g. Tell me about your family. Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes. Use recently introduced vocabulary appropriately during discussions.	Comprehension: Listen to and discuss stories or information that has been read to them. Recite simple rhymes and songs. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images. Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. Look closely and discuss the illustrations to develop understanding of the story. Activate knowledge linked to own experiences, e.g. What do you know about where you live?	Comprehension: Listen to and discuss stories or information that has been read to them. Recite simple rhymes and songs. Understand and discuss the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them. Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge, e.g. What do you know about the queen?	Comprehension: Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes and songs. Understand and discuss the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves.	Comprehension: Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types. Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. Talk about the front and back cover in stories, discuss the title and illustrations. Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them,	Comprehension: Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types. Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. Talk about the front and back cover in stories, discuss the title and illustrations. Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in	

	Say how they feel about stories.	Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions about texts. Respond to questions using who and what linked to texts and illustrations. Identify the main characters in stories. Explore what a character might say. Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. Use actions and pictures to orally retell stories in their own words. Role play stories using simple props and recently introduced vocabulary. Say how they feel about stories.	Explore, discuss and revisit new vocabulary linked to stories, nonfiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. Respond to questions using who, what and where linked to texts and illustrations. Respond to questions about how and why something is happening. Identify and describe the main characters in stories. Explore what a character might say or feel. Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. Use actions and pictures to orally retell stories in their own words. Role play stories using simple props and recently introduced vocabulary. Say how they feel about stories, songs and rhymes.	Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge, e.g. Where might you see some animals? Explore, discuss and revisit new vocabulary linked to stories, nonfiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. Respond to questions using who, what, where and when linked to texts and illustrations. Respond to questions about how and why something is happening. Identify and describe the main characters in stories. Explore what a character might say and feel. Identify and discuss the main events in	or they have read themselves. Look closely and discuss in more detail the illustrations to develop understanding of the story. Activate prior knowledge e.g. What do you know about sharks? Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes, and when retelling stories. Respond to questions using who, what, where and when linked to texts and illustrations. Respond to questions about how and why something is happening. Identify, describe and discuss the main characters in stories.	stories that have been read to them, or they have read themselves. Look closely and discuss in more detail the illustrations to develop understanding of the story. Activate prior knowledge, e.g. Do you know any stories about bears? Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes poetry and themes, and when retelling stories. Respond to questions using who, what, where and when linked to texts and illustrations. Respond to questions about how and why something is happening. Identify, describe and discuss the main characters in stories.	

				stories, e.g. Why did the wolf run away? Use actions and pictures to orally retell stories in their own words. Role play stories and events using simple props and recently introduced vocabulary. Say how they feel about stories, songs, rhymes and non-fiction.	Explore what a character might say and feel. Identify, discuss and sequence the main events in stories. Use actions and pictures to orally retell stories in their own words. Role play stories and events using simple props and recently introduced vocabulary. Say how they feel about stories, songs, rhymes, non-fiction and poems.	Explore what a character might say, feel and/or think. Identify, discuss and sequence the main events in stories. Use actions and pictures to orally retell stories in their own words. Role play stories and events using simple props and recently introduced vocabulary. Say how they feel about stories, songs, rhymes, non-fiction and poems.	
LITERACY ➢ Writing Taught using LCC Red Rose Letters and Sounds	Emergent writing: Develop listening and speaking skills in a range of contexts. Be aware that writing communicates meaning. Give meaning to marks they make. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise and describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	Emergent writing: Copy adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understand that thoughts and stories can be written down. Spelling:	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 and Phase 3 graphemes. Handwriting: Show a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Spell some irregular common (tricky) words independently. Handwriting: Hold a pencil effectively to form	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting:	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions.	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.

	Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draw lines and circles.	Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.		recognisable letters. Know how to form clear ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. Include spaces between words.	Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell irregular common (tricky) words independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.	
MATHEMATICS ➢ Number ➢ Numerical Patterns Taught using Red Rose Mastery Maths LCC.	Recognise and write numerals 1–4. Count using one-to-one correspondence. Identify and subitise numbers 1–4. Compare numbers (more/fewer). Understand number composition and partitioning. Represent numbers in different ways. Recognise 1p coin.	Recognise and write numerals 5–10. Count using one-to-one correspondence. Identify and subitise numbers 5–10. Compare numbers (more/fewer). Understand number composition and partition numbers to 10. Represent numbers in different ways and explain their thinking.	Subitise quantities up to 5. Compare groups of objects within 10 (more or fewer). Count forwards and backwards within 10. Partition numbers and understand number composition to 10. Understand addition (combining) and subtraction (taking away).	Develop secure number knowledge to 10, including counting, numeral recognition and comparing quantities. Understand number relationships within 10, including one more/one fewer and partitioning into parts and wholes. Develop fluency in addition and	Secure number knowledge to 20, including matching numerals, names and quantities. Subitise to 5 and recall key addition, subtraction and doubles facts to 5. Count beyond 20 and recognise number patterns. Compare and order numbers, quantities and measures using	Understand sharing as dividing into equal parts and explore odd and even numbers through grouping in pairs. Secure recall of key number facts within 10, including addition, subtraction and doubles to 5. Count confidently beyond 20 and recognise number patterns.	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

		Make sensible estimates of quantities.	Find one more and one fewer than a number. Compare measures (length, height, mass and capacity). Sort objects and continue simple patterns.	subtraction within 10 using practical resources and visual models. Recall key number facts to 5, including early doubling facts. Explore and recognise patterns, including simple repeating (AB) patterns. Recognise, name and describe 2-D and 3-D shapes, identifying similarities, differences and orientation. Use mathematical language to compare measures, including length, height, time and speed. Develop spatial awareness, using positional and directional language to describe position and movement.	mathematical language. Understand teen numbers as 10 and some more using practical resources. Recognise and use money (including 1p coins) in simple contexts. Explore, describe, combine and sort 2-D and 3-D shapes. Recognise and continue repeating patterns.	Recognise one more and one less within the counting sequence. Solve practical addition and subtraction problems within 10, understanding the relationship between parts and wholes. Recognise, read, write and match numerals to quantities to 20, understanding teen numbers as 10 and some more. Recognise, describe and create repeating patterns (including ABC, AAB and ABB). Develop understanding of time, including sequencing events, days of the week and comparative language (before/after, faster/slower, longer/shorter).	some number bonds to 10, including double facts. Numerical Patterns . Verbally count beyond 20, recognising the pattern of the number 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.

UNDERSTANDING THE WORLD ➢ Past and Present ➢ People, Culture and Communities ➢ The Natural World	LINK TO RE: Talk about members of their immediate family and community. Name and describe people who are familiar to them.	LINK TO RE: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	LINK TO RE: Explore why stories are special and identify the messages or lessons they teach.	LINK TO RE: Understand that some places are special to members of their community.	LINK TO RE: Explore what makes our world special and recognise its unique features.	LINK TO RE: Recognise and explore buildings and places that are special to different people.	Past and Present • Talk about the lives of 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. 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
	LINK TO HISTORY: Look at pictures of themselves and their families, reflect on their own life – baby, toddler, now, discuss how they changed over time.	LINK TO HISTORY: Past and present Celebrations. Talk about how they have changed over time – birthdays/weddings/explore artefacts.	LINK TO HISTORY: Learn about the First Moon Landing (Neil Armstrong). Discover why rockets are important. Compare space travel in the past with today. Sequence key events (first rocket, moon landing, today's space travel).	LINK TO HISTORY: Talk about people who help us today. Learn how jobs in the local community have changed over time. Compare the emergency services past and present. Explore old and modern uniforms, vehicles and tools.	LINK TO HISTORY: Understand how Crawshawbooth has changed over time, link to plants, growing and farming – look at old photos. Trip to Smithills Farm.	LINK TO HISTORY: Past and present at the seaside.	
	LINK TO GEOGRAPHY: Explore the EYFS classroom, outdoor area and wider school grounds. Create simple pictorial maps of the classroom and playground). Seasonal changes that happen in Autumn and Winter. Forest School.	LINK TO GEOGRAPHY: Talk about where celebrations happen, compare school celebrations with family and community celebrations. Forest School.	LINK TO GEOGRAPHY: To know Crawshawbooth is in England, part of the UK.	LINK TO GEOGRAPHY: Learn about local services – police, fire service, local doctors, arrange visits. Map simple journeys home to school and home to local shop.	LINK TO GEOGRAPHY: Learn how to care for local plants and wildlife.	LINK TO GEOGRAPHY: Compare Crawshawbooth with a seaside town (Blackpool), identify physical features, journeys from Crawshawbooth to the seaside, compare transport used locally and on holiday.	
	LINK TO SCIENCE: Our Body. Seasonal changes that happen in Autumn and Winter.	LINK TO SCIENCE: Learn about rain, ice and water.	LINK TO SCIENCE: Space.	LINK TO SCIENCE: Machines.	LINK TO SCIENCE: Insects and Invertebrates. Plants.	LINK TO SCIENCE: Seasonal changes that happen in Spring and Summer. Materials.	

	LINK TO COMPUTING: NOS – Online Relationships EYFS. Now Press Play – Autumn.	Explore snow and melting – when weather permits. LINK TO COMPUTING: NOS – Online Bullying EYFS. Now Press Play - Weather. Now Press Play – Winter.	LINK TO COMPUTING: NOS – Online Reputation EYFS. Now Press Play – Space.	LINK TO COMPUTING: NOS – Online Relationships EYFS. Now Press Play - Spring.	LINK TO COMPUTING: NOS – Online Bullying EYFS. Now Press Play – Minibeasts.	LINK TO COMPUTING: NOS – Online Reputation EYFS. Now Press Play - Summer.	life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 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.
	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.						
EXPRESSIVE ARTS AND DESIGN ➢ Creating with Materials ➢ Being Imaginative and Expressive	ART: Main Focus: Use lines to enclose a space and begin to use these shapes to represent objects. Artist: Andy Warhol.	ART: Main Focus: Explore what happens when they mix colours (names of colours). Artist: Kandinsky. Project Outcome: Kandinsky style art	ART: Main Focus: Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist: L.S Lowry.	ART: Main Focus: Show different emotions in photographs, drawings and paintings. Show different emotions in their drawings.	ART: Main Focus: Understand that different media can be combined to create different effects. Artist: Van Gogh.	ART: Main Focus: Experiment with drawing media, such as pencils and pencil crayons. Artist: Scott Gustafson.	Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,

	Project Outcome: Self Portrait in the style of Andy Warhol. MUSIC: Charanga – Me!	Rangoli patterns inspired by Diwali. MUSIC: Charanga – My stories Use of voice (Nativity songs)	Project Outcome: To create a winter landscape inspired by the Lowry 'Winter'. MUSIC: Charanga – Everyone!	Artist: Hold Still project: National Portrait Gallery Project Outcome: Self-portrait photography inspired by someone who helps us. MUSIC: Charanga – Our World	Project Outcome: To create an oil pastel drawing inspired by Van Gogh. MUSIC: Charanga – Big Bear Funk!	Project Outcome: Create a children's book illustration inspired by illustrator, Scott Gustafson and their favourite fairy tale. MUSIC: Charanga – Reflect, Rewind and Replay	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. 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.
	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.						