

**CURRICULUM INTENT - EYFS**

**Intention one:** To provide a coherent, structured, interconnected curriculum that will engage children to strengthen and stretch learning.

**Intention two:** To provide experiences that motivate learning through exploration, play and creative thinking.

**Intention three:** To provide learning experiences that develop personal growth and socially responsible citizens.

**LONG TERM PLAN - RECEPTION**

**ONGOING**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>All About Us</b> <i>(Diversity)</i>	<b>Celebrations and Festivals</b> <i>(Values and Perception)</i>	<b>Friendship and Fairness</b> <i>(Social Justice)</i>	<b>Caring for our Environment</b> <i>(Sustainable development)</i>	<b>People who Help Us</b> <i>(Interdependence)</i>	<b>Changes</b> <i>(Aspirations)</i>
<b>Lead Question</b>	How are we different?	Why do we celebrate?	How can I be a good friend? How can I be fair?	How can I be a good friend? How can I be fair?	How do different people in our community help us?	Do I notice changes in myself and in the environment?
<b>EI Value</b>	<b>Respectful</b>	<b>Understanding</b>	<b>Compassionate</b>	<b>Responsible</b>	<b>Patient</b>	<b>Positive</b>
<b>Lead EI</b>	<p><b>Myself:</b> Do I respect myself through my words and actions?</p> <p><b>Others:</b> Do I show respect for others through my words and actions?</p> <p><b>As a Learner:</b> Do I respect mine and others' learning by always trying my best?</p>	<p><b>Myself:</b> Do I understand my emotions?</p> <p><b>Others:</b> Do I recognise and understand the emotions of others?</p> <p><b>As a Learner:</b> Do I have strategies if I do not understand what I am learning?</p>	<p><b>Myself:</b> Do I have an accurate self perception?</p> <p><b>Others:</b> Do I recognise how my words and actions impact others?</p> <p><b>As a Learner:</b> Do I assist others effectively?</p>	<p><b>Myself:</b> Do I adapt my behaviour according to the setting?</p> <p><b>Others:</b> Do my words and actions help others make responsible choices?</p> <p><b>As a Learner:</b> Do I complete tasks?</p>	<p><b>Myself:</b> Do I display patience when it's difficult to do so?</p> <p><b>Others:</b> Am I able to adapt in order for others to achieve?</p> <p><b>As a learner:</b> Do I dedicate myself to learning?</p>	<p><b>Myself:</b> Do I recognise what I have done well and what my strengths are?</p> <p><b>Others:</b> Do I say polite and caring things to others?</p> <p><b>As a Learner:</b> Do I recognise where I want to get to?</p>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Engage in storytimes.</li> <li>• Develop social phrases.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary throughout the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Engage in Non-Fiction books.</li> <li>• Learn Rhymes, Poems and Songs</li> </ul>					

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<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Compare numbers.</li> <li>• Count beyond 10</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitise</li> <li>• Count objects, actions and sounds.</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>

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**FOCUS POINTS**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>All About Us</b> <i>(Diversity)</i>	<b>Celebrations and Festivals</b> <i>(Values and Perception)</i>	<b>Friendship and Fairness</b> <i>(Social Justice)</i>	<b>Caring for our Environment</b> <i>(Sustainable development)</i>	<b>People who Help Us</b> <i>(Interdependence)</i>	<b>Changes</b> <i>(Aspirations)</i>
<b>Lead Question</b>	How are we different?	Why do we celebrate?	How can I be a good friend? How can I be fair?	How can I be a good friend? How can I be fair?	How do different people in our community help us?	Do I notice changes in myself and in the environment?
<b>EI Value</b>	<b>Respectful</b>	<b>Understanding</b>	<b>Compassionate</b>	<b>Responsible</b>	<b>Patient</b>	<b>Positive</b>
<b>Lead EI</b>	<b>Myself:</b> Do I respect myself through my words and actions? <b>Others:</b> Do I show respect for others through my words and actions? <b>As a Learner:</b> Do I respect mine and others' learning by always trying my best?	<b>Myself:</b> Do I understand my emotions? <b>Others:</b> Do I recognise and understand the emotions of others? <b>As a Learner:</b> Do I have strategies if I do not understand what I am learning?	<b>Myself:</b> Do I have an accurate self perception? <b>Others:</b> Do I recognise how my words and actions impact others? <b>As a Learner:</b> Do I assist others effectively?	<b>Myself:</b> Do I adapt my behaviour according to the setting? <b>Others:</b> Do my words and actions help others make responsible choices? <b>As a Learner:</b> Do I complete tasks?	<b>Myself:</b> Do I display patience when it's difficult to do so? <b>Others:</b> Am I able to adapt in order for others to achieve? <b>As a learner:</b> Do I dedicate myself to learning?	<b>Myself:</b> Do I recognise what I have done well and what my strengths are? <b>Others:</b> Do I say polite and caring things to others? <b>As a Learner:</b> Do I recognise where I want to get to?
<b>EI</b>	<b>Self</b> Daily hygiene <b>Others</b> Taking turns <b>As a learner</b> Focus during teaching time	<b>Self</b> Naming basic emotions <b>Others</b> Naming basic emotions in others <b>As a learner</b> Using my AFL tools	<b>Self</b> Words to describe me <b>Others</b> Saying kind words <b>As a learner</b> Helping others	<b>Self</b> Indoor and outdoor behaviour <b>Others</b> Ignoring unwanted behaviour <b>As a learner</b> Complete before moving on	<b>Self</b> Waiting my turn <b>Others</b> Helping others - providing equipment <b>As a learner</b> Choosing tasks that will help me learn	<b>Self</b> One thing that I have done well <b>Others</b> Using my manners <b>As a learner</b> One thing I would like to be able to do soon
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important.	Ask questions to find out more & to check they understand what has been said to them.  Learn Rhymes, Poems and Songs.	Use talk to help work out problems and organise thinking & activities, and to explain how things work and why they might happen.  Connect one idea or action to another using a range of connectives.	Use talk to help work out problems and organise thinking & activities, and to explain how things work and why they might happen.  Connect one idea or action to another using a range of connectives.	Ask questions to find out more & to check they understand what has been said to them	Describe events in some detail.

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<p><b>Personal, Social and Emotional Development</b></p>	<p>Build constructive and respectful relationships. See themselves as a valuable individual. Manage their own needs. · Personal hygiene</p>	<p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Express their feelings and consider the feelings of others.  Think about the perspectives of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: · regular physical activity · healthy eating · toothbrushing · sensible amounts of 'screen time' · having a good sleep routine · being a safe pedestrian See themselves as a valuable individual.</p>	<p>See themselves as a valuable individual.  Show resilience and perseverance in the face of challenge.</p>
<p><b>Physical Development</b></p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.  Revise and refine the fundamental movement skills they have already acquired: · rolling · crawling · walking · jumping · running · hopping · skipping · climbing  Further develop the skills they need to manage the school day successfully: · lining up and queuing · mealtimes  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Progress towards a more fluent style of moving, with developing control and grace.  Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Combine different movements with ease and fluency.</p>	<p>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.</p>	<p>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.</p>	<p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>
<p><b>Literacy</b></p>	<p>Form lower-case and capital letters correctly.  Read a few common exception words matched to the school's phonic programme.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.  Spell words by identifying the sounds and then</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Write short sentences with</p>	<p>Form lower-case and capital letters correctly.  Write short sentences with words with known sound-letter correspondences using a capital letter</p>

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	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondence.</p> <p>Read individual letters by saying the sounds for them.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-1.pdf">https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-1.pdf</a></p>	<p>writing the sound with letter/s.</p>		<p>Re-read what they have written to check that it makes sense.</p>	<p>words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>and full stop.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>
<b>Mathematics</b>	<p>3-4 years</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Make comparisons between objects relating to size, length and time.</p> <p>Reception</p> <p>Count objects, actions and sounds.</p>	<p>Reception</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers</p> <p>Time (Maths No problem week 7)</p> <p>2D shapes (Maths No problem week 10,11)</p> <p>Positional language (Maths no problem week 12)</p>	<p>Subitise.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond ten.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Doubling, halving and sharing, odd and even (Maths No problem weeks 4,5 and 6)</p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Compare length, weight and capacity.</p> <p>Money (Maths no Problem week 9)</p> <p>Word problems</p>
<b>Understanding the world</b>	<p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations</p>	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel</p>

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	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>to members of their community.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p>in the past.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>whilst outside</p> <p>Comment on images of familiar situations in the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>
<p><b>Expressive arts and design</b></p>	<p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.?</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>