



Ellington Primary School

'Believe and Achieve'

Reception Long Term Overview 2023-2024

Ellington Primary EYFS Vision	Our aim is to create a remarkable foundation for champions to flourish. We want every child to excel and become resilient, self-motivated, life-long learners.					
Ellington Primary School Values	*Honesty	*Respect	*Pride	*Resilience	*Teamwork	*Happiness

Area of Learning	Autumn A (8)	Autumn B (7)	Spring A (6)	Spring B (5)	Summer A (6)	Summer B (7)
Possible Themes/Interests/Lines of Enquiry <i>(These themes may be adapted at various points to allow for children's interest)</i>	<u>Marvellous Me!</u> Settling in - All about Ellington School Ourselves, Feelings and our Senses Oral Health Families -Autumn Harvest Halloween	<u>Winter Wonderland!</u> Polar Regions and the Ocean (Environment) Winter Christmas/Nativity /family celebrations	<u>Run Run as Fast as you can!</u> Chinese New Year Fairytales – The Gingerbread man Journeys Women in Space	<u>Down on the Farm</u> Farming Life-Cycle Planting Food/Healthy Eating	<u>Out and About</u> Ellington – Local Area Great Britain London Royal Family Comparing Countries/cultures (The desert)	<u>Beside the Seaside</u> The World and Oceans Environment Seaside Changes over time Transport (Mrs Armitage) Summer/Transition
High Quality Texts						
Enrichment Activities		Trip to Seven Stories Christmas Pantomime	Chinese New Year Celebrations	Farm Visit Chicks	Local Area Walk	Summer Time Day

		Christmas Performance				
Ellington School Heroes Ade Adepitan 	Who is Ade Adepitan?	Why should Ade Adepitan be proud?	What makes Ade Adepitan happy?	How has Ade Adepitan shown resilience?	Who is Ade Adepitan's family?	What has Ade Adepitan taught us?
Parent Link	Stay and Play Photos from home Harvest Festival	Stay and Do Christmas Performance Christmas Crafts	Stay and Read	Stay and Count Easter Hat Parade Easter Egg Hunt Farm Visit	Stay and Write Local Area Walk	Stay and Celebrate! (Graduation)
Mainstream Curriculum Links Geography History Science	Year 1 – What is the weather like in the UK? Year 1 – How am I making history? Year 2 – How was school different in the past? Year 4 – How have children's lives changed? Year 1 – The Human Body Year 1 – Seasonal Changes Year 2 – Growing Up	Year 1 – What is the weather like in the UK? Year 2 – Would you prefer to live in a hot or cold place? Year 2 – Why is our world wonderful? Year 3 – Who lives in Antarctica? Year 4 – Why are rainforests important to us? Year 5 – Why do oceans matter? Year 6 – Would you like to live in the desert? Year 1 – How have explorers changed the world	Year 1 – What is it like to live in Shanghai? Year 5 – What is life like in the Alps? Year 1 – How have explorers changed the world Year 2 – How did we learn to fly? Years 1 and 2 - Materials	Year 1 – What is it like here? Year 2 – Would you prefer to live in a hot or cold place? Year 2 – Why is our world wonderful? Year 4 – Where does our food come from? Year 1 – Caring for the Planet Year 1, and 3 – Plants Year 1 – Growing and Cooking Year 2 – Wildlife Year 3 – Soils	Year 1 – What is it like here? Year 2 – What is a Monarch? Year 2 – Why is our world wonderful? Year 3 – Are all settlements the same? Year 4 – How hard was it to invade and settle in Britain? Year 4 – What are rivers and how are they used? Year 5 – What was life like in Tudor England? Year 6 – Why does population change? Year 6 – Who should go on the banknote? Year 1 – How have explorers changed the world?	Year 2 – What is it like to live by the coast? Year 4 – What are rivers and how are they used? Year 5 – Why do oceans matter? Year 6 – Where does our energy come from? Year 6 – What does the Census tell us about our local area? Year 3 – Fossils Year 3 - Rocks

		<p>Year 1 – Seasonal Changes</p> <p>Year 1 – Caring for the Planet</p> <p>Year 2 – Living things and their habitats</p> <p>Year 4 – Deforestation</p>			<p>Year 3 – Why did the Romans settle in Britain?</p> <p>Year 3 – What did the ancient Egyptians believe?</p> <p>Year 6 – What does the Census tell us about our local area?</p> <p>Year 1 – Caring for the Planet</p> <p>Year 4 – Deforestation</p>	
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Communication and Language	
*Listening, Attention and Understanding	*Speaking

Children at the Expected Level (ELG)

ELG: 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.

ELG: 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.

Children in Reception	<p>*Understand how to listen carefully and why listening is important.</p> <p>*Engage in story time.</p> <p>*Understand and follow simple instructions.</p> <p>*Listen to and talk about stories to build familiarity and understanding.</p>	<p>*Understand how to listen carefully and why listening is important.</p> <p>*Engage in story time.</p> <p>*Understand and follow simple instructions.</p> <p>*Listen to and talk about stories to build familiarity and understanding.</p> <p>*Listen to a story in a whole group</p>	<p>*Understand time and sequence concepts – first, then, next</p> <p>*Listen attentively to a story in a whole group to build familiarity and understanding of the core story</p> <p>*Follow more complicated</p>	<p>*Listen to and learn rhymes and poems in a whole group</p> <p>*Continue a rhyming string</p> <p>*Comment on non-fiction books linked to the theme</p> <p>*Ask the meaning of unfamiliar words</p> <p>*Use language to hold a two way</p>	<p>*Listen in a whole group in a range of situations</p> <p>*Understand what a question is</p> <p>*sustain a two way conversation with an adult/child</p> <p>*Ask questions to clarify their understanding about a topic</p>	<p>*Listen in a larger group – e.g. assembly</p> <p>*Sustain a two way conversation with an adult/child</p> <p>*Use adjectives in speech to describe objects or situations</p> <p>*Explain plans and review the outcomes</p> <p>*Be confident offering detailed</p>
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	<ul style="list-style-type: none"> *Answer simple problem solving questions. *Learn new vocabulary, exploring new words and their meanings, using a variety of tenses. *Ask questions to find out more and clarify their understanding. *Listen to and talk about stories to build familiarity and understanding. *Listen carefully to rhymes and songs, paying attention to how they sound. *Stay on topic when speaking *Begin to speak in the correct tense *Use most consonants correctly (l, r, th may be still developing) *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> *Listen to other's views and opinions *Understand how & why questions using a full sentence *Follow a short story (phonics) without pictures *Answer an adults question, Learn new vocabulary, exploring new words and their meanings, using a variety of tenses. 	<ul style="list-style-type: none"> instructions containing 3 parts *Be confident speaking in the whole group *Comment on other's views and opinions and feelings *Describe in detail what they see or know *Understand and follow more complicated instructions. *Connect one idea or action to another using a range of connectives. *Learn rhymes, poems and songs. *Use gestures and expressions to bring imaginary characters to life and explain the role they take on. 	<ul style="list-style-type: none"> conversation with an adult/child *Use talk to solve problems *Use adjectives to describe what they see *Explain predictions and observations 	<ul style="list-style-type: none"> *Use a connective correctly to link two ideas – because, and, so, but *Communicate to others in a sentence as part of a team *Use new vocabulary in different contexts *Make up new stories with others which are increasingly detailed in their structure and understanding of characters and acting out in play. 	<ul style="list-style-type: none"> explanations in a range of situations *Speak clearly & fluently about the past, present and future
<p>Knowledge and Skills Overview</p>	<ul style="list-style-type: none"> *Listen to adults/children in a group *Be confident to speak to adults and children in a group *Sit quietly when appropriate *Follow instructions related to time eg 	<ul style="list-style-type: none"> *Learn vocabulary linked to the seasons/celebrations *Recount an event! *Use story vocabulary *Answer a question in a full sentence *Speak in a full sentence 	<ul style="list-style-type: none"> *Comment on what they hear *Learn and use vocabulary linked to traditional stories, journeys *Tell me a story! *Answer a child's question *Use vocabulary linked to time 	<ul style="list-style-type: none"> *Begin to know what an adjective is *Learn vocabulary linked to farming, growth, healthy eating *Explain your thinking! *Use vocabulary linked to non-fiction books 	<ul style="list-style-type: none"> *Give a list of 5 abstract things which are linked *Learn and use vocabulary linked to different locations and comparative vocabulary *Tell me about differences! 	<ul style="list-style-type: none"> *Learn and use vocabulary linked to different locations and comparative vocabulary *Tell me why! *Use vocabulary linked to different locations

	<p>before, after, later, first, last</p> <ul style="list-style-type: none"> *Know what good listening looks like *Understand positional language – finding things *List 5 objects that are linked and can be seen *Learn and use vocabulary linked to themselves *Talk About Yourself! *Answer a register with good morning/good afternoon 	<ul style="list-style-type: none"> *Use vocabulary linked to the seasons/celebrations *Recount a past event 	<ul style="list-style-type: none"> *Retell a story *To use positional language 	<ul style="list-style-type: none"> *Use vocabulary linked to poems *Recite a poem /rhyme 	<ul style="list-style-type: none"> *Recite a poem or rhyme *Use a range of vocabulary learnt within Reception 	<ul style="list-style-type: none"> *Learn and use vocabulary linked to the past and present *Use comparative vocabulary
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Personal, Social and Emotional Development (Kapow)
***Self-Regulation *Managing Self *Building Relationships**

Children at the Expected Level (ELG)

ELG: 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.

ELG: 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.

ELG: 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.

KAPOW - PSHE	Self-Regulation My Feelings	Building Relationships: My family and Friends	Self-Regulation Listening and Following Instructions links to D.T Boat	Managing Self: My Wellbeing	Building Relationships: Special Relationships	Managing Self: Taking on Challenges
Children in Reception	<p>To identify and express their feelings happy, sad, scared, excited, proud, angry, calm, loved</p> <p>To explore different coping strategies to regulate our emotions</p> <p>To consider the reasons behind our emotions</p> <p>To explore the different adjectives that can be used to describe emotions</p> <p>To explore different facial expressions and what they mean</p> <p>To moderate behaviour socially and emotionally</p> <ul style="list-style-type: none"> *Deal with change positively *Select activities from those available *Know the class boundaries, rules, sanctions, rewards and routines *Know why it is important to care for our teeth *Understand the role of the dentist 	<ul style="list-style-type: none"> *Festivals (To be in Spring A- Chinese New Year) *Understand why sharing is important *Understand the characteristics that make a good friend *Learn the importance of supporting others by being kind *Plan a Christmas Party that celebrates friendship *Know some simple strategies for managing their feelings *Accept praise for positive acts *Follow directions from an adult *Talk about what they intend to do *Source/request resources to follow their plans *Know what it means to be respectful *Build relationships with adults/children through talk 	<ul style="list-style-type: none"> *Learning the importance of listening and playing recall games *Understanding the importance of listening, telling the truth and thinking of others' feelings *Following instructions or actions and persevering when things get difficult *Learn to follow instructions involving several actions and give simple instructions *Learn to listen and follow instructions *Know that all emotions are ok but not all responses are *Recognise how others feel in a story *Use some simple strategies to manage their feelings *Know what it means to be treated with respect *Use talk to interact and negotiate with adult intervention 	<ul style="list-style-type: none"> *Understand the importance of exercise and its effects on different parts of the body *Understand why it is important to take care of ourselves *Understand the importance healthy food choices and what a balanced diet is *Recognise that animals have feelings *Use talk to resolve conflict with adult intervention *Know that other's may have different ideas and that is ok *Be able to follow their plan and review how well it went *Talk about what they intend to do and how *Manage their own behaviour in a familiar setting *Know how to look after their personal hygiene 	<p>Explore what it means to be a safe pedestrian (Local Walk)</p> <ul style="list-style-type: none"> *Talk about families and understand that all families are valuable and special *Talk about people that hold a special place in children's lives and think about what it means to be a valued person *Understand why it is important to cooperate and share with others *See themselves as a valuable individual and know it is okay to like different things *See themselves as a valuable individual and to share their interests with a group *To explore diversity through thinking about similarities and differences *Use talk effectively to manage conflict 	<p>To understand why we have rules</p> <p>Learn to understand the importance of persistence in the face of challenge through teamwork activities, developing confidence in their own ability to solve problems.</p> <p>Learn to work together as a team to overcome challenges and communicating effectively with others to build a den.</p> <p>Learn 'grounding' coping strategies and how to use them in different situations.</p> <p>To understand the importance of perseverance in the face of challenge.</p> <p>Deal with change positively</p> <p>Manage their own behaviour in an unfamiliar setting (Transition)</p>

	<ul style="list-style-type: none"> *Learn the names of new children and adults *Listen to other children 		<ul style="list-style-type: none"> *Understand other's emotions via story characters 		<ul style="list-style-type: none"> *Adapt their plans and explain why they chose to this with adult intervention 	
Knowledge and Skills Overview	<ul style="list-style-type: none"> *Know their place in the class and school *Know that they are unique *Know that they are valued as a member of the class *Follow the class rules *Be able to line up and queue *Know how to care for our teeth *Know how to brush their teeth correctly *Know the value of good sleep *Know the importance of limiting screen time *Remove and fold jumpers *Change into wellies *Make new friends 	<ul style="list-style-type: none"> *Say how they feel (feelings) *Follow daily routines with some support *Put on waterproof coats and trousers with support *Know that there are things that they cannot do YET but will with practise *Share resources *Turn take *Seek adult support to have needs met 	<ul style="list-style-type: none"> *Say why they feel as they do *Be able to plan ahead what to do *Know that we learn from our mistakes *Follow daily routines independently *Listen and follow instructions carefully 	<ul style="list-style-type: none"> *Put on waterproof coats and trousers independently *Recognise how friends are feeling *Have some strategies to support friends *Treat others with respect *Know the difference between healthy and unhealthy foods *Know about cleanliness (Wiffy Wilson) 	<ul style="list-style-type: none"> *Know their place in the community *Know their place in the wider world *Know how to be a safe pedestrian *Work as part of a team 	<ul style="list-style-type: none"> *Apply what they have learned in keeping healthy and looking after ourselves *Listen to others and accept their ideas in play *Adapt their plans and review their progress independently *Regulate behaviour to avoid conflict

Physical Development
***Gross Motor *Fine Motor**

Children at the Expected Level (ELG)
ELG: 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.
ELG: 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.

Children in Reception

*Work with others to move large construction resources safely
*Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.
*Revise and refine the fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
*Develop their small motor skills in order to use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
*Know and talk about the different factors that support their overall health and well-being: tooth brushing, sensible amounts of

*Work with others to move large construction resources safely
*Travel in a range of ways – hop, jump, skip etc.
*Follow an anticlockwise handwriting pattern
*Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.
*Revise and refine the fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
*Develop their small motor skills in order to use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

*Develop the overall body strength, co-ordination, balance and agility.
*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
*Be aware of others and space outdoors
*Combine different movements
*Change speed and direction
*Retrace a vertical line in a handwriting pattern

*Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating
*Use large materials to build an outdoor construction
*Develop the overall body strength, co-ordination, balance and agility.
*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
*Know and talk about the different factors that support their overall health and well-being: regular physical activity and healthy eating

*Know and talk about the different factors that support their overall health and well-being being a safe pedestrian.
*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
*Combine different movements with ease and fluency.
*Develop the foundations of a handwriting style which is fast, accurate and efficiently forming most letters.
*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
*Combine different movements with ease and fluency.
*Develop the foundations of a handwriting style which is fast, accurate and efficient, correctly forming most letters.
*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
*Use large construction creatively
*Use large climbing equipment
*Move with control and grace
*Combine different movements
*Change speed and direction

	<p>'screen time', having a good sleep routine, Use tyres with safety</p>					
<p>Knowledge and Skills Overview</p>	<ul style="list-style-type: none"> *Climb on tyres with safety *Climb the climbing tripod safely *Balance on a large beam *Hold a body shape/position in yoga *Roll and ball dough *Use large tweezers to pick up items *Use a tripod pencil grip *Apply correct pressure *Hold scissors correctly *Cut a curved line, rotating the paper *Draw a cross (+) *Trace a simple picture of a person/house *Use a large paintbrush and hold it correctly *Use a knife to spread (Bread) *Use a knife to cut food with adult support (soup) *Introduce to handwriting families 	<ul style="list-style-type: none"> *Use tyres with safety *Climb on tyres with safety and jump off *Balance on a narrow beam *Build 3 steps with 6 cubes *Cut out a circular shape, rotating the paper *Cut a zig zag line *Draw a diagonal line (/) *Copy a simple picture of a person/house *Explore smaller brushes *Hold it correctly *Use a fork to hold food still to cut *Use a knife to cut food *Hold a pencil effectively *Continue work on handwriting families 	<ul style="list-style-type: none"> *Balance on an upturned bench in *Sit upright on the carpet *Use threading activities *Cut out a large square shape, turning the paper *Draw a square *Select a correct sized brush for a task *Use a knife to push food onto a fork (e.g peas) *Hold a pencil effectively *Continue work on handwriting families *Forming some letters correctly 	<ul style="list-style-type: none"> *Balance a beanbag on various points *Begin to throw and catch a ball *Work in a pair/team *Sit correctly at a table *Build a simple model with Lego *Cut out a small square shape, turning the paper *To draw a diagonal line (\) *Draw a simple picture – free drawing *Hold a pencil effectively *Continue work on handwriting families *Forming some letters correctly 	<ul style="list-style-type: none"> *Use a range of resources to build a den *Know different ways of attaching resources – e.g. string, pegs *Throw, catch, bounce and kick a ball *Participate in team games *Use large needles to sew *Cut a range of simple shapes *To draw a cross (x) *Complete a drawing adding some details *Hold a pencil effectively and form most of our letters 	<ul style="list-style-type: none"> *Build elaborate models *Cut a range of more complex shapes, such as pictures *Draw a triangle *Complete a drawing with attention to scale/size *Hold a pencil effectively and form most of our letters correctly

	*Form name correctly					
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Literacy
*Comprehension *Word Reading *Writing

Children at the Expected Level (ELG)

ELG: 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.

ELG: 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 is consistent with their phonic knowledge, including some common exception words.

ELG: 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.

Children in Reception	<ul style="list-style-type: none"> *Listen and enjoy sharing a range of books *Know that print carries meaning and in English, is read from left to right and top to bottom *Know the difference between text and illustrations *Listen and respond to stories in a small group *Answer questions about what is happening or may happen 	<ul style="list-style-type: none"> *Listen and respond to stories *Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations *Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences *Use picture clues to help read a simple text 	<ul style="list-style-type: none"> *Enjoy joining in with rhyme, songs and poems. *Join in with repeated refrains and key phrases *Retelling stories in the correct sequence, draw on language patterns of stories *Innovate a well-known story with support *Know how to use non-fiction books *Spell cvc words accurately 	<ul style="list-style-type: none"> *Listen to and learn rhymes and poems in a whole group *Predict and anticipate key events based on illustrations, story content and title *Know how to use non-fiction books *Write simple sentences using phonetic knowledge and HFW 	<ul style="list-style-type: none"> *Comment, predict, deduce information on stories from other cultures *Understand the structure of a non-fiction book is different to a fiction book *Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why 	<ul style="list-style-type: none"> *Recall the main points in text in the correct sequence Talk about themes of simple texts e.g. perseverance, good v evil *Discuss the books shared and develop theme related language, retelling stories and predicting key events in stories. *Retell stories using own words and new vocabulary learned. Children supported to use this language
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	<ul style="list-style-type: none"> *Make predictions about what might happen 	<ul style="list-style-type: none"> *Write their first and some of their second name *Write words using the correct initial and final letter to communicate 	<ul style="list-style-type: none"> *Begin to write in a range of contexts *Begin to spell tricky words accurately 		<ul style="list-style-type: none"> *Engage in conversation and can answer questions when reading wordless fiction and nonfiction books 	<ul style="list-style-type: none"> in their discussions and play. *Write short sentences with words with known sound-letter correspondences using capital letter, finger spaces and full stop. *Re- read what they have written to check that it makes sense. *Orally retell a simple 5-part story having a clear understanding of the beginning, middle and end
<p>Knowledge and Skills Overview</p>	<ul style="list-style-type: none"> *Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover *Know book language – author, illustrator *Write their first name *Begin to write some individual letters to communicate meaning 	<ul style="list-style-type: none"> *Retelling stories *Discuss picture books *Make deductions from the pictures *Predict what might happen in the end *Answer questions about the book *Write labels *Write captions *Writing a list for Little Red Hen 	<ul style="list-style-type: none"> *Know vocabulary linked to time – first, then, next *Read and understand RWI books – answer key questions *Write a simple caption *Write a basic sentence, with adult support, related to The Gingerbread Man *Hold a simple sentence with adult support *Write a list 	<ul style="list-style-type: none"> *Respond to Rhymes *Continue a rhyming string *Read and understand RWI – answer key questions *Write a label for a map *Write a simple recount about the life cycle of chicks *Write first and second name forming letters correctly 	<ul style="list-style-type: none"> *Know how to use non-fiction books *Read and understand RWI books – answer key questions *Write a simple sentence using finger spaces *Use a full stop *Read what has been written for sense *Correctly form letters *Make phonetically plausible attempts to spell 	<ul style="list-style-type: none"> *Know vocabulary linked with non-fiction books *Know how to use non-fiction books *Identify rhyme in stories *Play is influenced by experience of books (small world, role play) *Read simple poetry books *Write simple phrases which can be read by others *Spell some words correctly *Make phonetically plausible attempts to spell

						<ul style="list-style-type: none"> *Consolidate correct formation *Look at positioning on the line and size
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Read, Write Inc Phonics Programme

Mathematics – NCETM

*Subitising *Cardinality, ordinality and counting *Composition *Comparison * *

Children at the Expected Level (ELG)

ELG: 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.

ELG: 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.

Children in Reception	<ul style="list-style-type: none"> * build on previous experiences of number from their home and nursery environments *further develop their subitising and counting skills *explore the composition of numbers within 5. *compare sets of objects and use the language of comparison. 	<ul style="list-style-type: none"> *continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. *begin to identify when two sets are equal or unequal and connect two equal groups to doubles. *begin to connect quantities to numerals. 	<ul style="list-style-type: none"> *consolidate their counting skills *counting to larger numbers *developing a wider range of counting strategies *secure knowledge of number facts through varied practice.
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Knowledge and Skills Overview	<ul style="list-style-type: none"> *Identify when a set can be subitised and when counting is needed. *Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. *Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. *Spot smaller numbers ‘hiding’ inside larger numbers. 	<ul style="list-style-type: none"> *Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. *Begin to identify missing parts for numbers within 5. *Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame. 	<ul style="list-style-type: none"> *Continue to develop their counting skills, counting larger sets as well as counting actions and sounds *Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. *Compare quantities and numbers, including sets of
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*Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.

*Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.

*Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.

*Compare sets of objects by matching.

Begin to develop the language of 'whole' when talking about objects which have parts.

*Focus on equal and unequal groups when comparing numbers.

*Understand that two equal groups can be called a 'double' and connect this to finger patterns.

*Sort odd and even numbers according to their 'shape'

*Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.

*Order numbers and play track games

*Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

objects which have different attributes.

*Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.

*Begin to generalise about 'one more than' and 'one less than' numbers within 10.

*Continue to identify when sets can be subitised and when counting is necessary.

*Develop conceptual subitising skills including when using a rekenrek.

Understanding the World

*Past and Present *People, Culture and Communities *The Natural World
 History Geography Science R.E Computing

Children at the Expected Level (ELG)

ELG: 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.

ELG: People, Culture and Communities

- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- * 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

ELG: 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>Children in Reception</p>	<ul style="list-style-type: none"> *Talk about what they see and experience *Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Understand how things change over time *Explore the natural world around them. *Begin to show care to the environment *Describe what they see, hear and feel whilst outside linking to the seasons *Understand how things change over time *Explore fruits and vegetables and the differences between them (KAPOW) *Explore a pumpkin and describe it using the five senses (KAPOW) *Understand the life cycle of a human 	<ul style="list-style-type: none"> *Talk about what they see and experience *Compare and contrast characters from stories including figures from the past *Explore the natural world around them. *Begin to show care to the environment Recognise and talk about some environments that are different to the one in which they live. *Describe what they see, hear and feel whilst outside linking to the seasons *Understand the effect of the changing seasons on the natural world around them. *Understand how things change over time RE (Northumberland Agreed Syllabus 2022): Autumn 2: Why is Christmas special for Christians? *Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> *Talk about what they see and experience *Compare and contrast characters from stories including figures from the past *Recognise some similarities and differences between life in this country and life in other countries *Explore the natural world around them *Recognise and talk about some environments that are different to the one in which they live. *To compare the uses of boats *To understand what waterproof means and to test whether materials are *To test and make predictions whether objects will sink or float *To investigate how the shape and structures of boats affects the way they move 	<ul style="list-style-type: none"> *Talk about what they see and experience *Compare and contrast characters from stories including figures from the past *Comment on familiar situations in the past *Explore the natural world around them *Draw information from a simple map *Talk about what they notice using their senses *Begin to understand the need to respect and care for the natural environment and all living things *Describe what they see, hear and feel whilst outside linking to the seasons *Understand the effect of the changing seasons on the natural world around them. *Understand how things change over time *Understand the life-cycle of a chick 	<ul style="list-style-type: none"> *Comment on images that are familiar situations in the past *Compare and contrast figures from stories including figures from the past *Recognise some similarities and differences between life in this country and life in other countries. *Explore the natural world around them *Recognise that some environments that are different to the one they live in. *To know who keeps us safe in the community – Police, Doctors, Fire-fighters etc. RE (Northumberland Agreed Syllabus 2022): Summer 1: What places are special and why? *Understand that some places are special to members of our community 	<ul style="list-style-type: none"> *Comment on images that are familiar situations in the past *Compare and contrast figures from stories including figures from the past *Recognise some similarities and differences between life in this country and life in other countries. *Explore the natural world around them *Recognise that some environments that are different to the one they live in. *Understand the effect of changing seasons on the natural world around them. RE (Northumberland Agreed Syllabus 2022): Summer 2: What times/stories are special and why? *Recognise and talk about why people have different beliefs and celebrate special times in different ways
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	<p>RE (Northumberland Agreed Syllabus 2022): Autumn 1: Being special: where do we belong? *Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p>	<p>*Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p>	<p>*Describe what they see, hear and feel whilst outside linking to the seasons *Understand the effect of the changing seasons on the natural world around them. *Understand how things change over time RE (Northumberland Agreed Syllabus 2022): Spring 1: Why is the word 'God' so important to Christians? *Understand that some places are special to members of their community. *Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p>	<p>*Understand what plants need to grow * Identify similarities and differences in relation to living things RE (Northumberland Agreed Syllabus 2022): Spring 2: Why is Easter special to Christians? *Understand that some places are special to members of their community. *Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p>		
<p>Knowledge and Skills Overview</p>	<p>*Identify what they can do now that they couldn't as a baby *Listen and respond to stories about babies *Know that our school has changed over time *Know our school is in Ellington *Talk about starting Reception</p>	<p>*Talk about experiences of bonfire night *Know the houses of parliament is a building in London *Comment on the story of the gunpowder plot *Know about Guy Fawkes *Talk about past experiences of celebrating Christmas</p>	<p>Know about Mae Jemison Comment on pictures of Mae Jemison Compare different countries around the world (Gingerbread Man Travels) Locate on a Map where the Gingerbread Man has been Compare to life in Ellington</p>	<p>Understand how farm life has changed over time e.g machinery etc Draw a map linked to farms and the ladybird heard story Understand how farms are different to our local area *Understand the role of a farmer Talk about ideas of new life in nature</p>	<p>*Comment on London's historical landmarks (Topsy and Tim go to London, Katie Morag, Paddington) *Comment on the King *Understand what a monarch is *To talk about our community – school, homes, families, clothes, transport etc.</p>	<p>*Comment on how seaside objects/arefacts have changed over time. *Understand how transport has changed over time *Discuss past experiences of EYFS and prepare for transition into Year 1 *Talk about our community Northumberland</p>

	<ul style="list-style-type: none"> *Name who lives in their house *Talk about extended family members *Find Ellington on a simple map of the UK *Explore the outdoor area *Compare ourselves to our friends – what is the same/different *Know it is ok to be different *Observe the changes in the garden and local area in Autumn 	<ul style="list-style-type: none"> *Know all families are different in make-up *Identify roles and occupations in the post office *Name and identify where different vegetables grow *Compare UK winters to the Polar Regions *Observe the changes in the garden and local area in Winter *Listen and comment on stories about Autumn *Know how to find out information (trees) *Know how animals prepare for winter *Observe the effects of melting ice *Know about some cultural traditions – Xmas, Bonfire, Diwali (Recap) *Know some special stories for religions– Rama & Sita (Recap), the first Christmas *Know religions have special places - temple /church *Know how religions celebrate 	<ul style="list-style-type: none"> Observe the changes in the garden and local area in Spring Predict and test the best materials for floating when creating a boat for the gingerbread man Talk about features of different materials Test materials that float and sink Observe changes over time when cooking (Gingerbread Man) *Understand how the Chinese Culture celebrates Chinese New Year *Compare to how we celebrate New Year *Look at the different objects used in celebrations Know how to retrieve information Know how to stay safe online 	<ul style="list-style-type: none"> Observe the changes in the life-cycle of a chick Use scientific vocabulary to describe the changes Know the conditions for growth – planting potatoes, strawberries, vegetables, pumpkins and plants Understand the key features of the life cycle of a plant Observe changes during growth Observational drawings of the life-cycle of a chick Know what keeps us healthy Show care towards other living creatures Talk about past experiences of celebrating Easter Know about Easter celebrations Know the Easter story is important to Christians Recognise and retell stories connected with celebration of Easter How do Christians remember these stories at Easter Recognise some symbols Christians use during Holy 	<ul style="list-style-type: none"> *To compare our community with London and Morocco *To use comparative language and identify when something is the same/different *Compare different environments of London, Morocco, Australia *To identify these countries on a map *Compare different beliefs in London and Morocco 	<ul style="list-style-type: none"> *Contrast Ellington with the Seaside *Find Countries on a map *Dra/create a simple map of the world *Observe the changes in the garden and local area in Summer *Harvest Potatoes *Identify changes as they cook *Discuss the changes and the taste of potatoes
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		*Compare these celebrations looking at similarities and differences		Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature		
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Expressive Arts and Design
***Creating with Materials *Being Imaginative and Expressive**
Art D.T Music

Children at the Expected Level (ELG)
ELG: 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.
ELG: 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.

Kapow Art	Drawing Marvellous Marks linked to portraits	Sculpture and 3-D – Plan, create and decorate a winter animal with clay		Observational drawings of chicks	JMW Turner Watercolour Art	Painting and mixed media – Landscape artist linked to seaside
Kapow D.T	Cooking and Nutrition – Soup (Linked to the Little Red Hen)		Structures – Boats Linked to Gingerbread Man	Textiles- Using a large needle to sew felt and bica of a ladybird/chick		
Children in Reception	*To investigate the marks and patterns made by different textures *Use a pencil to create an observational	*To explore clay and its properties *To explore playdough and its properties (within environment)	*Begin to use a variety of drawing tools and techniques *To understand what waterproof means and to test	*Develop skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see.	*Explore water colour paints Choosing a media for a purpose Use natural materials to make	*Explore, use and refine a variety of artistic effects to express their ideas and feelings

drawing of themselves (Art Sketch Book)
*Use a variety of colours and materials to create a self-portrait
*Use a range of natural and recycled materials to create pictures and models
*Explore fruit and vegetable printing
*Design a vegetable soup recipe
*Learn how to use a knife safely
*Safely use tools to prepare ingredients
*Explore and experiment with play-doh.
*Using a variety of tools and equipment safely.
*Act out first hand experiences in role play and small world
*Develop storylines in their pretend play.
*Sing in a group or on their own, increasingly matching the pitch and following the melody.
*Recite nursery rhymes and repeated refrains.

*To generate inspiration and conversation about sculpture art and artists
*Make a 3-D sculpture using a planned design
*Used mixed media to decorate sculpture
*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
*Plan and design a 3-D sculpture
*Develop storylines in their pretend play
*Use available role play resources to recreate experiences
*Using costumes to support role play
*Take on the role of familiar people (postman etc)
*Explore and engage in group music making performing in a group (nativity)

whether materials are materials
*To test and make predictions whether objects will sink or float
*To compare the uses of boats
*To investigate how the shape and structures of boats affects the way they move
*Design a boat within a small team
*To create a boat based on their designs
*Use story props to act out familiar stories for friends
*Listen and respond to different music
*Move in response to music
*Watch and talk about dance and performance art expressing their feelings and responses (Dragon Dance)

*To develop threading and weaving skills
*To practise and apply weaving skills to a specific material e.g paper (Easter basket for card)
*To practise and apply threading skills using a specific material e.g hessian
*Design a felt chick or egg to thread
*Thread egg/chick onto bica using a big needle and string
*Put designs together to create an easter/mother's day card
*Evaluate their end result
*Use available role play resources to make up stories
*Act out stories outside of their first hand experiences
*Create music to accompany an event (on the farm)
*Learn and recite poems

patterns and pictures
*Explore, use and refine a variety of artistic effects to express their ideas and feelings
*Act out stories outside of their first hand experiences
*Listening and responding to music from our own and other counties
*Explore and engage in music making in solo and group performances
*Play instruments with increasing control

*Respond to music through the medium of painting
*Explore the work of Megan Coyle and practise techniques when using collage materials
*Look at pictures of a local beach and create a collage to represent it
*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 own ability to represent them.
*Develop storylines in their pretend play
*Listen attentively, move to and talk about music expressing their feelings and responses (A day at the seaside soundscape)
*Use appropriate instruments to create their own seaside soundscape in a group.
*Create collaboratively,

						sharing ideas, resources and skills
Knowledge and Skills Overview	<ul style="list-style-type: none"> *Know the different types of glue and when to use them *Explore the types of glue *Exploring resources *Deciding what to make *Name Primary colours *Mix primary colours to create secondary colours (poster paint) *Explore Playdough *Use the tools *Ball & Roll the dough *Exploring available resources – mark make with crayons creating rubbings in the outdoor environment *Mark make with felt tip pens and chalk in the environment *Colour in a picture *Looking at and responding to the work of a variety of portrait artists *Create a portrait 	<ul style="list-style-type: none"> *Explore the work of the artist Julie Wilson *Understand the difference between a picture and a sculpture *Think about the media used to decorate sculpture for desired effect *Know the different types of tape and when to use them *Exploring the types of tape *Use colour and pattern to show mood *Describe what they will use to decorate 3-D sculpture *Making a collage in mixed media *Natural materials Explore pattern and texture *Adapt plans as necessary *Evaluate the end result *Retell a simple repetitive story (The Little Red Hen) 	<ul style="list-style-type: none"> *Mix primary colours to create secondary colours (powder paint) *Understand which items float and sink *Know the difference between floating and sinking *Work co-operatively with a partner to create a design and boat (PSHE link) *Create a boat for the gingerbread man *Plan a 3D construction (Boat) *Work as team discussing idea and adapt as necessary *Evaluate the end result *Taking on the role of a story character (hot seating) *Use puppets to retell stories *Retell a familiar more complex story *Tap out character names *Create their own movement to music (Dragon Dance) *ICT-Fill in a picture 	<ul style="list-style-type: none"> *Create an observational drawing (Chicks) *Choose paint for a purpose *Know how to fold card *Know how to use a big needle and thread *Know how to use a split pin (Mother's Day card) *Explore using split pins *Apply skills and knowledge *Using costumes to support role play *Computing - Know how to change colours and brush sizes 	<ul style="list-style-type: none"> *Apply skills and knowledge *Looking at and responding to JMW Turner (London based artist) Watercolour art *Use smaller paintbrush with control *Plan and design their own father's day cards *Make up a story to match a picture book *Using story language *Tap out simple songs *Computing: Use the tools to create a picture 	<ul style="list-style-type: none"> *Look at the work of Megan Coyle – landscape collage *Plan a landscape seaside collage using materials *Describe what they will use *Adapt as necessary *Evaluate the end result as a class *Discuss what they like/dislike *Choose from a range of paints to suit the purpose *Begin to use a variety of drawing tools and techniques *Plan and design a new vehicle for Mrs Armitage *Use construction, junk modelling materials to create design *Act out stories outside of their first hand experiences *Retell a familiar more complex rhyming story *Learn and recite poems

	<p>*Explore using loose parts and general small world resources to act out stories</p> <p>*Using costumes to support role play</p> <p>*Explore musical instruments</p> <p>*Tap name syllables</p> <p>*Keep a beat to a nursery rhyme</p> <p>*Sing simple nursery rhymes</p> <p>*Talking about favourite nursery rhymes</p> <p>Take a photograph on an iPad</p>	<p>*Watching and responding to a live performance</p> <p>*Explore using a paint program*Recite a poem for an audience (harvest)</p> <p>*Learn and sing songs as a class (nativity)</p>				<p>*Responding to Music/Dance</p> <p>*To perform a series of moves</p> <p>*Use instruments to create a seaside sound scape</p> <p>*Perform for friends</p> <p>*Watch and reflect on others performance</p>
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