



**Dream Believe Achieve**

Reception Long Term Overview

Area of Learning	Autumn 1 Marvellous Me	Autumn 2 Colour and Light	Spring 1 Winter Wonderland	Spring 2 A Walk in the Woods	Summer 1 Amazing Animals	Summer 2 Commotion in the Ocean	Early Learning Goal
<p>PSED – Self Regulation</p>	<p>To recognise and discuss different emotions</p> <p>To begin to talk about how they are feeling</p> <p>To express different feelings and begin to learn how to self-regulate their emotions</p> <p>To follow a 1 step instruction</p>	<p>To consider the feelings of others</p> <p>To adapt their behaviour to certain situations</p> <p>To confidently talk about how they are feeling with good understanding</p> <p>To use a range of self-regulation techniques</p> <p>To follow a 2-step instruction</p>	<p>To be able to use different techniques to self-regulate themselves independently</p> <p>To listen for longer group input sessions</p> <p>To begin to follow 1 – 2 step instruction of teachers choosing</p>	<p>To be able to follow a 2-step instruction</p> <p>To adjust emotions in different social situations</p> <p>To listen and contribute to group times, showing awareness of behaviour expectations</p> <p>To begin to work towards a target</p>	<p>To follow a range of instructions</p> <p>To adjust, adapt and show awareness of all behaviours</p> <p>To continue to set and achieve targets</p>	<p>To set, achieve and reflect on appropriate targets</p> <p>To full attention to group inputs and complete instructions in a timely manner</p> <p>To respond to, adapts and adjust emotions accordingly to suit all situations</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>
<p>PSED – Managing Self</p>	<p>To wash hands and use toilet independently</p> <p>To try their best to get changed for PE</p> <p>To put on their own coat</p> <p>To be able to change between shoes and wellies</p> <p>To explore the environment</p>	<p>To get changed for PE/Christmas show</p> <p>To develop confidence with new activities</p> <p>To show an awareness of new and healthy foods</p>	<p>To continue to try their best to use different clothing fastenings</p> <p>To show a 'can do' attitude towards new activities</p> <p>To adapt behaviour when playing games</p> <p>To talk about healthy food choices and why we need them</p>	<p>To use clothing fastenings independently</p> <p>Show perseverance in the face of challenge</p> <p>To understand the need for rules and adapt accordingly</p>	<p>To understand the reasons for healthy food choices</p> <p>To show perseverance, self-confidence and resilience when completing different tasks</p>	<p>To manage all self-care needs independently</p> <p>To have a good understand for a varied, healthy diet and the reasons behind it</p> <p>To demonstrate a positive, 'can do' attitude when completing different tasks</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

PSED - Building Relationships	<p>To seek support of adults when needed To gain confidence to speak to peers and adults</p> <p>To begin to develop friendships</p> <p>To begin to build relationships with staff</p>	<p>To continue to build positive relationships with staff</p> <p>To work with other children, building on sharing and turn-taking skills</p>	<p>To work in a small group with support</p> <p>To use strategies to support turn-taking</p>	<p>To complete a small group task, discussing cooperative play and sensitivity</p> <p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To be able to work within a group showing awareness for their needs and others and strong listening skills</p>	<p>To have built up strong relationships with peers and staff</p> <p>To work in groups with the ability to compromise and show sensitivity</p>	<p>Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs</li> </ul>
Physical - Gross Motor Skills	<p>To explore with a range of large tools and PE equipment</p> <p>To stop and start safely</p> <p>To develop FMS - running and jumping</p>	<p>To stop, start and move safely within a space</p> <p>To run and jump safely in a variety of ways</p> <p>To develop FMS - throwing and catching</p> <p>To build on dancing skills</p>	<p>To negotiate space effectively, avoiding obstacles</p> <p>To throw and catch and demonstrate control over an object</p> <p>To develop FMS - hopping and climbing</p>	<p>To be able to demonstrate consistent FMS - running, jumping, hopping, throwing and catching in different ways</p> <p>To continue to develop confidence with climbing</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p>	<p>To demonstrate high levels of physical skill, showing consistency with balance, strength and co-ordination</p> <p>To be able to negotiate a space safely, showing consideration for others</p>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Physical - Fine Motor Skills	<p>To explore with a range of marks and lines on paper</p> <p>To use a dominant hand</p> <p>To practise letter formation using RWI rhymes</p>	<p>To hold and use scissors to explore cutting along lines, including zigzags, straight, and wavy</p> <p>To develop a tripod grip when using pencils</p> <p>To develop these skills - zips, laces,</p>	<p>To use scissors safely to cut for a purpose to create or make something</p> <p>To build on a tripod grip</p> <p>To build on workshop skills and explore appropriate tools such as</p>	<p>To be able to use small screwdrivers to attach two materials (e.g. bottle tops)</p> <p>To use a tripod grip when mark making or writing</p> <p>To use successfully use cutlery for</p>	<p>To develop pre-cursive letter formation, adding in a 'whoosh'</p> <p>To be able to use accuracy and care when drawing</p> <p>To paint accurately with thinner paint brushes</p>	<p>To be able to confidently form pre-cursive letters using RWI rhymes to write fluently</p> <p>To create detailed drawings and paintings, with clear features</p>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

	<p>To explore using spoons and knives for spreading at the snack area</p> <p>To explore with cutting different textures, such as foam, felt, straws paper, ribbon and card</p> <p>To use a variety of fine motor resources including tweezers, beads, threading and pegs</p>	<p>buckles and buttons (PE)</p> <p>To accurately draw lines and circles to draw a picture</p> <p>To build on using cutlery to self-serve and prepare their own snack - cutting focus</p> <p>To develop workshop skills using golf tees, wooden hammers and hole punches</p>	<p>hammers, flower foam and gold tees</p> <p>To be able to confidently scoop, cut and spread using snack cutlery</p> <p>To build on cutting their own lunches</p>	<p>snack preparation and in the hall for lunch</p>		<p>To be able to confidently and safely use and hold a range of fine motor tools with accuracy and precision (e.g. screwdrivers, holepunches, mark making tools, cutlery...)</p>	
Literacy - Comprehension	<p>To join in with a range of story times, thinking about stories and answering questions - who, what, where, when and why questions</p> <p>To start to build up a bank of familiar stories and rhymes</p> <p>To hold and use books appropriately, turning the pages from left to right</p> <p>To engage in daily 'wow' word to</p>	<p>To engage in story time sessions, recalling key events and characters</p> <p>To answer questions about stories</p> <p>To begin to engage in story times, including poetry and rhyme</p> <p>To explore story sequencing using picture cards/props</p> <p>To introduce a range of story/descriptive</p>	<p>To act out a story using props, costume, vocabulary and supportive materials</p> <p>To begin to predict a story ending or what might happen</p> <p>To use the 'thought bubble' to support the thought process</p> <p>To join in with repeated phrases with stories and poetry</p>	<p>To verbally re-tell a story highlighting key parts in the correct order, without the need for pictures or props</p> <p>To predict a story ending or create a new story section</p> <p>To show enthusiasm about the stories and books they are reading/sharing</p>	<p>To use a range of vocabulary in provision that has been influenced by stories/reading</p> <p>To create their own stories</p> <ul style="list-style-type: none"> <li>Beginning, middle and end</li> <li>Characters</li> <li>Setting</li> <li>Objects</li> </ul> <p>(pocket chart, story basket, story cards)</p>	<p>Able to re-tell a story, poem or rhyme confidently using their own words and new vocabulary</p> <p>To answer a range of questions with a good understanding and knowledge, using full sentences</p> <p>Demonstrate a good understanding of what has been read to them, talking about key events and engaging in role play</p>	<p>• 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, nonfiction, rhymes and poems and during role play.</p>

	<p>introduce new vocabulary</p> <p>High Quality Texts: All are Welcome Ruby's Worry Find Your Happy All Kinds of Families Marvellous Me</p>	<p>language (story display)</p> <p>High Quality Texts: We're going on a Pumpkin Hunt Pumpkin Soup The Best Diwali Ever I Will Remember Christmas poetry Stick Man The Nativity</p>	<p>High Quality Texts: Flow with the Snow Snowball Dot in the Snow Robin's Winter Song Robin's Little Red Vest The Dragon Painter There's a Dragon in my Book</p>	<p>High Quality Texts: Magic Porridge Pot 3 Little Pigs/Riding Hood The Runaway Pancake The Most Exciting Eid My Mum (Mother's Day) The Easter Story</p>	<p>High Quality Texts: Oliver's Vegetables/Fruit Salad From Seed to Sunflower The Growing Story Duck in a Truck A Farmer's Life for Me</p>	<p>High Quality Texts: The Singing Mermaid Someone Swallowed Stanley Pirates love Underpants Martha Maps it Out The Suitcase Rainbow Fish Where's the Starfish?</p>	
<p>Literacy - Word Reading</p> <p>Read, Write, Inc phonics</p>	<p>To recognise their name</p> <p>To learn set 1 sounds (m, a, s, d, t, i, n, p, g, o)</p> <p>To begin to build an awareness of CVC words and talking like Fred</p> <p>To begin set 1.1, 1.3 green CVC words mat, sat, mad, sad, dad</p> <p>To involve parents (Phonics cafe)</p>	<p>To know the first 16 set 1 sounds (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e)</p> <p>To continue building on set 1 green words pat, sit, man, pan, tap, pin, tip, map, dig, dog, pot, mop, pit, dip, dot, pop, tin, pip, Cat, can, cot, sun, mud, mug, bat, bag, bin, bus, bun, bug, cap, mum, cup, pup, big, cub, bib, fog, fan, pen, peg, net, bed, leg, lid, log, hen, hop, hat, hug, fin, tug, men, fat, hut, rip, beg, rub, rat, run, dog, nut, red, den,</p>	<p>To continue building on phonics knowledge based on ability - set 1 sounds or set 2 sounds</p> <p>To continue with set 1 green words king, path, thin, chop, chat, wing, bang, moth, chin, sing, bath, tank, bank, ring, chip, pink, rink, hang, sink, wink, junk</p> <p>To learn set 1 special friends (sh, th, ch, qu, ng, nk)</p> <p>To learn or apply set 1 red words</p>	<p>To continue building on phonics knowledge based on ability - set 1 sounds or set 2 sounds</p> <p>To apply Ditty Book red words into learning</p> <p>To learn Green Book red words: Them, Your, Said, You, My, I, He, Are, Of, No</p> <p>To read books to match phonics ability</p> <p>To take books home based on levels</p>	<p>To learn set 3 sounds</p> <p>To learn and apply ditty, green and red words</p> <p>To play games to support understanding of real and nonsense words (such as Obb and Bob)</p> <p>To read books to match phonics ability</p> <p>To independently access and read books for pleasure and take part in guided reading sessions</p>	<p>To read books and complete reading challenges based on their phonics ability</p> <p>To apply set 1, 2 and 3 sounds into independent learning and reading sessions</p> <p>To read longer words</p> <p>To read common exception words</p> <p>To read red/tricky words with speed</p> <p>To read set 1. 2 and 3 words</p> <p>To know at least 10 digraphs</p>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

		<p>rug, rag, rod, hip, jam, run, jug, jog, jet, wag, van, vet, win, web, wet, yes, fox, mix, box, fix</p> <p>To separate into differentiated groups - Set 1 sound 'gaps'/Fred Talk, ditty, blending and reading</p> <p>To recognise their name in different situations</p> <p>To be introduced to set 1 special friends</p>	<p>linked to Ditty Books I, Of, My, To The, No</p> <p>To take home blending books (if appropriate)</p>		<p>To read longer words</p> <p>To read common exception words</p> <p>To read red/tricky words with speed</p> <p>To read set 1. 2 and 3 words</p>	<p>To independently access and read books for pleasure and take part in guided reading sessions</p>	
Literacy - Writing	<p>To copy their names</p> <p>To give meaning to marks</p> <p>To write initial sounds</p> <p>To become familiar with CVC words</p>	<p>To write some or all of their names</p> <p>To continue to build on letter formation using RWI rhymes</p> <p>To write CVC words</p>	<p>To draw clear pictures with clear features</p> <p>To form lowercase letters correctly</p> <p>To write taught words based on phonics groups</p> <p>To begin to write short, decodable sentences, e.g. A cat on a mat. A pig in mud.</p>	<p>To form lowercase letters correctly</p> <p>To begin to form capital letters</p> <p>To write taught words based on phonics groups</p> <p>To begin to write short, decodable sentences, e.g. A cat on a mat. A pig in mud either supported or independently</p>	<p>To form lowercase letters correctly</p> <p>To form capital letters and understand when to use them</p> <p>To write their names clearly</p> <p>To write taught words based on phonics groups</p> <p>To read back over their work to self-check</p> <p>To write supported or independent</p>	<p>To be able to form and write pre-cursive letters</p> <p>To form lowercase and upper case correctly</p> <p>To write taught words based on phonics groups</p> <p>To write simple sentences with finger spaces and a full stop</p> <p>To apply phonics knowledge to write words including red words</p>	<p>Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>

					sentences, applying phonics knowledge and red words	<p>To read back over their work to self-check and change if needed</p> <p>To write their names clearly with a capital letter</p> <p>To write clear words and short, coherent sentences</p>	
C&L - Listening and Understanding	<p>To listen and follow a 1-part instruction</p> <p>To understand why listening is important</p>	<p>To listen and follow a 2-part instruction</p> <p>To join in with short group inputs and story times</p> <p>To show an understanding of what's been said to them</p>	<p>To understand a range of complex instructions and questions</p> <p>To be able to answer questions using connectives such as 'because', 'as well as'</p> <p>To build on re-telling a story with props/pictures</p>	<p>To re-tell a story without support</p> <p>To make comments about what they've heard</p> <p>To ask questions to clarify understanding</p>	<p>To be able to have a conversation with an adult or peer</p> <p>To re-tell or create a story without support, using clear and a good range of sentences</p>	<p>To listen attentively with focus for longer periods of time</p> <p>To be able to answer more complex questions, demonstrating high levels on understanding</p> <p>To be able to hold a detailed conversation with an adult or peer</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
C&L - Speaking	<p>To speak in front of a small group</p> <p>To begin to use new vocabulary</p>	<p>To participate in class discussions, offering own ideas</p> <p>To use recently introduced vocabulary</p> <p>To be introduced to seasonal poetry</p>	<p>To begin to use past and present tenses</p> <p>To engage in group conversations, incorporating key words and new vocabulary</p>	<p>To use past, present and future tenses in play</p> <p>To use conjunctions in talk including 'and' and 'because'</p>	<p>To use vocabulary from stories, rhymes and poems</p> <p>To talk with peers, adults and in a group with full, well-formed sentences</p>	<p>Able to express ideas and talk about how they are feeling using full sentences</p> <p>Able to speak confidently in front of a group or directly to someone</p>	<p>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,</p>

		(Autumn Woods, Christmas poems)					including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
EAD - Being Imaginative	<p>To join in with singing sessions</p> <p>To explore a range of instruments</p>	<p>To join in performing songs to an audience (Nativity performance)</p> <p>To explore with dance movements (Diwali)</p> <p>To join in with singing during assemblies</p>	<p>To join in and sing familiar rhymes and songs</p> <p>To move in time to music (CNY)</p> <p>To re-call a familiar story or poem</p> <p>To follow a musical pattern</p>	<p>To re-call a familiar story or poem with props, costumes, music</p> <p>To create own dance to music</p>	<p>To learn a dance routine (Sandersons)</p> <p>To move in time to music</p>	<p>To perform a song at the summer concert</p> <p>To confidently sing a range of nursery rhymes</p> <p>To join in with singing during assemblies</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>
EAD - Creating with Materials	<p>To name and spot colours</p> <p>To explore colour mixing</p> <p>To stick materials (glue stick)</p> <p>To use scissors to cut a range of textures</p>	<p>To use artistic tools (hole punch, tape and PVA to join materials)</p> <p>To mix colours for a purpose (orange for pumpkins, seasonal vegetables, colours for fireworks)</p> <p>To share their creations</p> <p>To take part in role playing parts in a story or narrative (The Nativity show)</p>	<p>To share their creations, explaining the process they've used</p> <p>To pump right amount of paint</p> <p>To use different media (chalk)</p> <p>To explore winter art and different techniques (printing)</p> <p>To begin to explore observational drawings</p> <p>To make props and costumes for</p>	<p>To use different media (chalk and pastels)</p> <p>To use different joining techniques (split pins)</p> <p>To draw detailed pictures</p>	<p>To draw detailed observational pictures</p> <p>To use different media (chalk, pastels and charcoal)</p> <p>To mix secondary colours</p> <p>To explore with shade adding white and black</p>	<p>To be able to confidently and safely use a range of tools and techniques</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To use props to act out a story or narrative</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.</p>



			different role play scenarios				
UtW - The Natural World	<p>To talk about what they feel and see outside</p> <p>To make natural observations</p> <p>To show respect for the natural world</p>	<p>To know about and recognise the signs of Autumn (Autumn collection bags - half term)</p> <p>To look more closely at seasonal processes (trees, leaves changing colour, types of tree and conkers)</p>	<p>To know about and recognise the signs of Winter</p> <p>To begin to draw animals (Big Garden Bird Watch)</p> <p>To look more closely at seasonal processes (freezing, ice, snow and melting)</p>	<p>To know about and recognise the signs of Spring</p> <p>To show care and respect for living creatures (caterpillars, ladybirds)</p> <p>To look more closely at seasonal processes (blossom, animals, spring flowers)</p>	<p>To know about and recognise the signs of Summer</p> <p>To engage in the local area and plant seeds at Friends of Ightenhill park</p> <p>To look more closely at seasonal processes (warm weather, sun safety)</p> <p>Can talk about seasons and the changes we see</p>	<p>To explore and draw detailed plants and flowers</p> <p>Can talk in detail about seasons, changes, similarities and differences</p> <p>Able to draw on information that has been read in class</p>	<p>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>
UtW - People, Culture and Communities	<p>To identify similarities and differences between themselves and peers</p> <p>To know that there are many countries in the world (world map)</p>	<p>To explore religious and cultural differences (Diwali, Christmas)</p> <p>To explore the immediate area, drawing on information from maps (Lancashire Day)</p>	<p>To continue to explore cultural differences (CNY)</p> <p>To explore differences between countries</p> <p>To continue to explore and learn about the local area drawing on maps and non-fiction texts</p>	<p>To continue to explore cultural and religious differences (Eid, Easter)</p> <p>To begin to talk about religious and cultural similarities and differences</p>	<p>To engage in the local area (Friends of Ightenhill Park)</p> <p>To talk about similarities and differences in life in this country and compared to other</p>	<p>To confidently discuss different countries and cultural differences that have been covered in class</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>
UtW - Past and Present	<p>To talk about their family members (family board)</p>	<p>To explore things in their past and now (Lancashire Day)</p> <p>To understand the past through</p>	<p>To talk about different roles and occupations in society</p>	<p>To talk about the lives of people around them</p> <p>To talk about occupations in class</p>	<p>To talk to people in the local area to chat about their role and what they do</p>	<p>To confidently talk about roles in society and people around them</p>	<p>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</p>

	To share stories about family and themselves	settings and storytelling (Nativity)  To know about inventions from the past	To know what their parents/family do for work and their role  To talk about special memories/events	and discuss their future roles in society  To understand the past through settings and storytelling (Easter)		Able to reflect on what has been read in class when talking	in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling
Maths – Number  LAPS Whiterose Maths Numbots	To explore numbers through counting rhymes  To subitise numbers 0-3	To use 5/10 frames to help with counting  To subitise numbers 0-5  To explore 1 more, 1 less  To explore number bonds to 5	To subitise numbers 0-5  To independently access supportive resources to help with number learning  To use 1 more, 1 less in play and challenges	To re-call number bonds to 5  To explore doubling facts	To look at some subtraction facts  To re-call some doubling facts	To look at/re-call some number bonds to 10  To re-call number bonds to 5  To show a good understanding of number to 10	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.
Maths – Numerical Pattern	To verbally count 0-10  To use pattern and body movements to help with counting (claps, jumps)	To verbally count 0-10  To compare quantities in different groups (part, part, whole)	To continue to compare quantities in group (part, part, whole)  To begin to look at odd and even numbers (calendar)  To verbally count to 10 and beyond	To count in odd/even numbers  To be able to compare quantities of groups up to 10  To verbally count 0-20	To be able to share quantities evenly or talk about grouping  To verbally count 0-20 and beyond	To which numbers are odd, and which are even up to 10  Able to group items into categories  To verbally count beyond 20	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.
PSHE My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage		
Music Charanga	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay	

PE PE Passport	Castles	Elmer	How to Catch a Star	Jack and the Beanstalk	Mini Beasts	Seaside	
WOW moments/enrichment	Phonics cafe Care and Share Local walk	Soup Making Santa visit Christmas performance	Stay and Play Zoo trip	Easter Bunny Visit Mother's Day stay and play	Caterpillars Ladybirds Chicks/ducks	Farm Trip Stay and play	