

### EYFS Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2									
<b>Topic Titles</b>	<b>All About Me and Families</b>	<b>My Locality</b>	<b>All Around the World</b>	<b>Growing</b>		<b>Into the Woods</b>									
<b>UW and PSED links to each Topic</b>	<b>PaP:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <b>PCC:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>PCC:</b> 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. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons. <b>MS:</b> Managing their own basic hygiene and personal needs, including dressing, going to the toilet and understand the importance of healthy food choices. <b>SR:</b> Show an understanding of their own feeling and those of others and begin to regulate their behaviour accordingly.	<b>PaP:</b> Talk about the lives of the people around them and their roles in society. <b>PaP:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>PCC:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons.	<b>PCC:</b> 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. <b>NW:</b> 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. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons.	<b>NW:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons. <b>PaP:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <b>MS:</b> Independence, confident, resilient, perseverance, hygiene, healthy food choices, playing cooperatively, building friendships, kind to others. <b>SR:</b> understanding feeling, regulating behaviour, achieving simple goals, focusing attention.		<b>NW:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons and changing states of matter. <b>PCC:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.									
<b>PSED</b>	Relationships		Living in the Wider World		Health and Wellbeing										
<b>Enquiry Questions</b>	<ol style="list-style-type: none"> <li>Who am I? (Past and now)</li> <li>What is a family?</li> <li>Who is in my family?</li> <li>How can families change?</li> <li>What do families do?</li> <li>Where am I? (Map work home and school)</li> <li>Feelings</li> <li>How do I look after myself and keep healthy? (Healthy eating, exercise, teeth, hands)</li> <li>Celebrations within our year group. (Weddings, Christenings, Birthdays etc)</li> <li>Who is Tulley?</li> <li>What happens in the Autumn?</li> </ol>	<ol style="list-style-type: none"> <li>What do people celebrate at this time of year? (Diwali, Christmas, Remembrance, Bonfire Night)</li> <li>What jobs are in our families, school, and our local area?</li> <li>People who help us</li> <li>Let's learn about Florence Nightingale</li> <li>In what ways do I keep safe? (Road safety, stranger danger, online, safe relationships)</li> <li>What is in our local area? (Places of worship, community, recreational, retail)</li> <li>What happens in the winter?</li> </ol>	<ol style="list-style-type: none"> <li>Where am I in the world?</li> <li>Where have I been and how did I travel there? (Map skills)</li> <li>Let's explore other places (China, Japan, Italy, France, Africa) Additional countries may be added dependent on the cohort</li> <li>How do people talk around the world?</li> <li>What do people wear around the world?</li> <li>What do people eat around the world?</li> <li>What do people do? (Culture: dance, art, music)</li> <li>What do they celebrate? (Festivals)</li> <li>What is their environment like?</li> </ol> <p><i>For each of these key questions, explore similarities and difference between life in this country and the countries studied. E.g. Venn diagrams)</i></p>	<ol style="list-style-type: none"> <li>In what ways have I grown? (Past/present)</li> <li>How will I change? (New babies, losing their teeth, x-ray of hands development)</li> <li>How can I support my growth?</li> <li>What is a life cycle? (Frogs, chickens, butterflies)</li> <li>Homes for pets</li> <li>Homes for different animals (Safari, farm, cold place animals)</li> <li>How do I care for living things?</li> <li>What is the life cycle of a plant?</li> <li>Where does food come from? Underground, overground, trees, animals.</li> <li>How does food end up at the supermarket?</li> <li>What do people celebrate at this time of year? (Ramadan/Eid)</li> <li>What happens in the Spring?</li> </ol>	<ol style="list-style-type: none"> <li>What patterns can I see? (Symmetry, sequencing, textures, materials)</li> <li>In what ways can we care for our environment? (The green code, Lutley's Eco Code, litter picking)</li> <li>Let's learn about David Attenborough</li> <li>Can I use a map?</li> <li>What minibeasts would you find in the woods?</li> <li>What woodland animals would you find and what is their habitat?</li> <li>Did Little Red Riding Hood make good choices?</li> <li>What would the Teddy Bears take on their picnic and what would they do?</li> <li>What happens in the Summer?</li> </ol>										
<b>Key Texts (Not limited to)</b>	<b>F:</b> -You Choose -Ruby's Worry -Super Duper You! -Can I Build Another Me? -The Colour -Monster Goes to School -The Worrysaurus -The Lion Inside -Hair Love -Ravi's Roar -The Colour Monster -All are Welcome -It's ok to be Different -We all Belong -What if we were all the Same! -Marvellous Me -We Can Get Dressed -Whiffy Wilson: The Wolf Who Wouldn't Wash -Monkey Puzzle -In Every House, in Every Street	<b>NF:</b> -All About Families -Feelings: a lift the flap book about Emotions -All About Feelings -The Great Big Book of Families -Why Should I Brush my Teeth? -Your Body, Your Senses -Look Inside Your Body -The Children's Book of Healthy Eating -The Children's Book of Healthy Habits -The Body Book	<b>R:</b> -If you're Happy and you know it -Heads, Shoulders, Knees and Toes -Tommy Thumb -Brush, Brush, Brush your Teeth -Hand Washing Song -One, Two, Three, Four, Five -Days of the week -Baa Baa Black Sheep	<b>F:</b> -Rama and Sita: The Story of Diwali -Peppa Pig- Peppa's Diwali -Topsy and Tim -Safety First -Busy Fire Station -A Superhero Like You -Building a Home -Fireman Sam Collection -Clothesline -Clue to Jobs -People Do -How Cities Work -Chicken Clicking -The Jolly Christmas Postman -The Nativity Story	<b>NF:</b> -What Do Grown-ups Do All Day? -Look inside a Hospital -Firefighters -Busy People: Police Officer -Busy People: Firefighter -Busy People: Builder -People Who Help Us: At the Hospital -Paramedic -On the Construction Site	<b>R:</b> -The Wheels on the Bus -Miss Polly had a Dolly -Dr Foster went to Gloucester -Hot Cross Buns -I Hear Thunder -Pat-a-cake -Humpty Dumpty -This is the House that Jack Built -Cobbler, cobbler mend my shoe -Rain, rain go away -Jingle Bells -Rudolph the Red Nose Reindeer -The Twelve Days of Christmas	<b>F:</b> -Handa's Surprise -Fatou Fetch the Water -Mama Panya's Pancakes -My World, Your World -The Great Race -The Runaway Wok -My First Chinese New Year -All Aboard for the BoBo Road -So Much Love -Full, Full, Full of Love -Coming to England -The World Around Me -The Perfect Fit -Last Stop on Market Street -A Story About Afiya -Fatou's First Day	<b>NF:</b> -Fun Festivals -Welcome to our World: A Celebration of Children everywhere! -Hello World: A Celebration of Languages and Curiosities -France: Travel for Kids -Italy: Travel for Kids -The United Kingdom- Travel for Kids -Japan- Travel for Kids -China- Travel for Kids -Celebrations Around the World -Heroes Who Help us from Around the World -Let's Celebrate!	<b>R:</b> -Frere Jacques -Go bananas, peel bananas -London Bridge is Falling Down -Row your Boat -Donguri (Japanese) -Mary had a Little Lamb (Spanish) -5 Little Speckled Frogs -5 Little Ducks -5 Little Monkeys -5 Currant Buns	<b>F:</b> -Jack and the Beanstalk -The Enormous Turnip -Oliver's Vegetables -I Really Wonder What Plant I'm Growing -Titch -The Tiny Seed -The Hungry Caterpillar -Paddington in the Garden -The Emperor's Egg -You're Called What? -What the Ladybird Heard -A Squash and a Squeeze -The Tiny Seed -The Extraordinary Gardener -How Animals Build	<b>NF:</b> -Look inside: Food -A little Guide to Wildflowers -Plants (Amazing Science) -Ready, Steady, Grow! -Lift and Look, Flowers and Plants -The Children's Book of Healthy Eating -Good Enough to Eat -The Incredible Life Cycle of a Butterfly -Amazing Science- Plants -Egg to Chicken -My First Book on How Things Grow -Peep inside the Farm -Very Important Animals	<b>R:</b> -The Animal Fayre -Bingo -Old Macdonald -I went to visit a farm one day -Little Bo Peep -Mary had a Little Lamb -Oh Where has my little Dog Gone? -Peter Piper -Two Little Dicky Birds -Down in the Jungle -10 Little Monkeys -Here we go round the Mulberry Bush -Sing a song of Sixpence -One Finger, One Thumb	<b>F:</b> -Little Red Riding Hood -Goldilocks and the Three Bears -Percy the Park Keeper -Collection -We're Going on a Bear Hunt -Tidy -The Gruffalo -The Woods -Owl Babies -The Complete Tales of Beatrix Potter -Mad about Minibeasts -Twist and Hop, Minibeast Bop	<b>NF:</b> -National Trust: Go Wild in the Woods: An Adventure Handbook: Woodlands -The Woodland Book- -Welcome to the Woodland -The Little Book of Woodland Bird Songs -Look Inside the Woods -Little Explorers: Bugs -First Facts: Bugs -Do you love Bugs? The creepiest, crawliest book in the world	<b>R:</b> -If you go down to the woods today -Teddy bear, teddy bear turn around -Who took the cookie from the cookie jar -When Goldilocks went to the house of bears -There's a worm at the bottom of my garden -There was an old woman who swallowed a fly <b>Singing in rounds:</b> -Incy Wincy Spider -Row, row, row your boat
<b>Enrichment Opportunities</b>	<b>Visitors/Experiences:</b> <ul style="list-style-type: none"> <li>School Nurse: Washing hands</li> <li>School Nurse: Brushing their teeth</li> <li>Hot seating SLT</li> <li>A walk around the school inside and out.</li> <li>A walk around our local area (Brookwillow Road)</li> </ul>	<b>Visitors/Experiences:</b> <ul style="list-style-type: none"> <li>A road safety walk- Brookwillow Road</li> <li>A variety of people from different occupations</li> <li>Hotseat our cleaner/caretaker/office staff</li> <li>A Sikh/Hindu who celebrates Diwali</li> <li>Christmas production</li> <li>A Christian who celebrates Christmas</li> </ul>	<b>Visitors/Experiences:</b> <ul style="list-style-type: none"> <li>Visitors of people who have lived in different countries</li> <li>Visitors of people who are bilingual</li> <li>Food tasting from different countries</li> <li>Learning specific types of dance, music, and artwork from different countries and once taught, facilitating this in child-initiated activities</li> </ul>	<b>Visitors/Experiences:</b> <ul style="list-style-type: none"> <li>Chicks, butterflies, frog spawn life cycles</li> <li>A visit from a farmer</li> <li>A Christian who celebrates Easter</li> <li>Experience event with parents/carers: linked-making Easter baskets</li> <li>An Easter Egg Hunt</li> </ul>	<b>Visitors/Experiences:</b> <ul style="list-style-type: none"> <li>Litter picking</li> <li>Forest School</li> <li>Preparing and eating vegetables</li> <li>Teddy Bears' Picnic</li> <li>Transition for Year 1 activities</li> <li>Sports Day</li> </ul>										

	<ul style="list-style-type: none"> <li>Experience event with parents/carers: Making a healthy fruit salad</li> </ul>	<ul style="list-style-type: none"> <li>Father Christmas visit</li> <li>Experience event with parents/carers: Time to Read book event</li> </ul>	<ul style="list-style-type: none"> <li>Experience event with parents/carers: linked to a country</li> </ul>	<ul style="list-style-type: none"> <li>Planting seeds/growing vegetables</li> <li>A Muslim who celebrates Eid</li> <li>Local walk to the shop</li> <li>Story time in Tulley's Garden</li> </ul>	<ul style="list-style-type: none"> <li>Inspire event with parents</li> </ul>																																																																																																																																							
<b>CL Taught Vocabulary (Not limited to)</b>	<p>1. Age, four, five, name, identity, child, gender, description, features</p> <p>2/3/4. Family, blended family, brother, cousin, daughter, divorced, extended family, family tree, foster family, grandfather, grandmother, half-brother/sister, husband, in-law, kinship care family, married, nephew, niece, relatives, separated, siblings, single parent family, sister, son, stepfamily, auntie, uncle, wife, adopted, ancestry, relationship, trust, belonging, separation, new, change</p> <p>5. Support, help, togetherness, park, shop, swim, library, cinema, restaurant, café, bus, car, cook, bake</p> <p>6. Flat, house, semi-detached, detached, terraced house, hill, flat, high, low, Brookwillow, road, electronic gate, one way system, school, home, school, Lutley</p> <p>7. Proud, excited, nervous, anxious, emotions, communicating, embarrassed, angry, annoyed, exhausted, content, elated.</p> <p>8. Healthy, wash, clean, hygiene, exercise, teeth, brushing, sugar, fats, sleep, dress</p> <p>9. Celebration, wedding, aware, alert, listening, looking, trust, care, tell, unknown, confidence, stranger</p> <p>10. Togetherness, squirrel, home, mascot, nest, ground</p> <p>11. Autumn, leaves, wind, hibernate, colour, crunch</p>	<p>1. <b>Diwali:</b> Rama, Sita, light, Rangoli, mehndi, new year, festival, Hindu, Sikh, diva lamp</p> <p><b>Christmas:</b> Jesus, Mary, Joseph, shepherds, star, gold, frankincense, myrrh, Bethlehem, born, camels, kings, God</p> <p><b>Remembrance:</b> hero, peace, poppy, wreath, fields, red, purple, soldiers, died, remember, 11 o'clock, 2 minutes silence, cenotaph, ceremony, lest we forget, memorial, war</p> <p><b>Bonfire Night:</b> bonfire, fire, sticks, flames, glow, Guy Fawkes, bang, sparkler, Gunpowder Plot, Houses of Parliament, Charles II, fireworks, bang, pop, sizzle, flicker</p> <p>2/3. Trust, care, patient, accident, paramedic, police officer, nurse, doctor, surgeon, firefighter, dentist, crossing warden, midwife, teacher, secretary, mechanic, hairdresser, chef, electrician, engineer, baker, newspaper, post deliverer, delivery driver, taxi driver, musician, caretaker, gardener, shop assistant, cashier, architect, butcher, photographer,</p> <p>4. Florence Nightingale, nurse, past, care, help, important, hospital, soldier, war</p> <p>5. Safe, pedestrian, aware, alert, listening, looking, trust, care, tell, unknown, confidence, stranger</p> <p>6. Park, Church, Mosque, library, hairdressers, food shop, beauty salon, restaurant, pub, swimming pool</p> <p>7. Cold, winter, snow, rain, frost, ice, wind, freeze</p>	<p>1. United Kingdom, Great Britain, England, Halesowen, town, north, south, east, west, village, town, city, temperature</p> <p>2. Travel, aeroplane, train, ferry, bus, car, coach</p> <p>3. China, Japan, Italy, France, Europe, Africa, Asia, North/South America, Antarctica, Australia, landlocked, sea, similarities, differences, climate, coast</p> <p>4. Language, French, Italian, Mandarin, Hindi, dialect, accent, communicate, sign language, words</p> <p>5. Jeans, t-shirt, shoes, trainers, dress, skirt, shorts, national dress, sari, colourful</p> <p>6. <b>Around the world:</b> lasagne, naan, papadum, curry, moussaka, taco, poutine, paella, hummus, fajitas, spring rolls, dim sums, noodles, rice</p> <p>7. <b>Dance:</b> Salsa, dragon dance, salsa, tango, ballet, flamenco, can-can</p> <p><b>Music/instruments:</b> classical, rock, pop, jazz, country, bhanga, blues, bongos, bagpipes, gong, harmonica, sitar, dance</p> <p>8. Chinese New Year, zodiac, festival, tradition, Tomato festival, Mud festival, Snow festival, sculpture, Moomba festival, Festival of Colour, Groundhog Day festival, Carabao Festival</p> <p>9. Natural, tropical, desert, forest, mountain, grassland, industrial, pollution</p>	<p>1/2. Growth, teeth, hair, short, tall, measure, height, weight, nails</p> <p>3. Balanced diet, exercise, healthy, vegetables, fruit, sleep</p> <p>4. <b>Frog:</b> cycle, tadpole, spawn, froglet, egg mass</p> <p><b>Butterfly:</b> cycle, chrysalis, pupa, caterpillar, egg</p> <p><b>Chick:</b> cycle, chick, egg, embryo, hatchling</p> <p>5. Bed, blanket, warmth, comfort, care, safe, cage</p> <p>6. Survival, burrows, den, cave, tree</p> <p>7. Care, water, light, food, protection, warmth</p> <p>8. Nutrients, soil, water, sun, germination, sprout, seedling, stem, bud, leaf, root, flower</p> <p>9. Underground, overground, trees, seed, water, sun, plants, animals, greenhouse, sea</p> <p>10. Delivery, supermarket, farm, transportation, packaging, greengrocer</p> <p>11. Ramadan, Eid, celebrate, fast, clean, sunrise, sunset, Ramadan Mubarak</p> <p>12. Spring, growing, new life, blossom, leaves</p>	<p>1. Patterns, texture, symmetry, sequencing, rough, smooth, bumpy, jagged</p> <p>2. Litter picking, rubbish, water, pollution, climate, global warming, recycle, plastics</p> <p>3. David Attenborough, climate, weather, care, change</p> <p>4. North, south, east, west, code, compass, direction, distance, left, right, up, down, bird's eye view, key, symbol</p> <p>5. Minibeasts, centipede, millipede, beetle, ant, fly, wasp, bee, wasp, ladybird, slug, snail, grasshopper, moth, woodlouse, bug, insect, wing, web, hive</p> <p>6. Woodland, fox, beaver, mole, owl, skunk, otter, racoon, woodpecker, deer, squirrel, chipmunk, stoat, nocturnal, hibernate, habitat</p> <p>7. Woods, danger, risk, axe, stranger, terrify, rescue, safety, foolish, unwise, thoughtless</p> <p>8. Picnic, games, fun, laughter, balanced diet, vegetables, fruit, protein, carbohydrates, fats, dairy</p> <p>9. Summer, melt, temperature, sun, burn, flower, water</p>																																																																																																																																							
<b>Roleplay Areas</b>	The Three Bears Home Food shop Café	Home Bank (HSBC) Hospital	Home Restaurant Travel Agents	Jack's Home Farm shop Vets	Forest School- with a canopy Café The Three Bears Home																																																																																																																																							
<b>Maths</b>	<table border="1"> <thead> <tr> <th colspan="5">Autumn term</th> </tr> <tr> <th>Strand</th> <th>Unit</th> <th>Week</th> <th>Weekly title</th> <th>Early Learning Goal 2020</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Number – number and place value</td> <td rowspan="3">Unit 1</td> <td>1</td> <td>Counting to 1, 2 and 3</td> <td rowspan="3">Have a deep understanding of number to 10, including the composition of each number.  Recognise the pattern of the counting system.</td> </tr> <tr> <td>2</td> <td>Counting to 4</td> </tr> <tr> <td>3</td> <td>Counting to 5</td> </tr> <tr> <td rowspan="2">Number – addition and subtraction</td> <td rowspan="2">Unit 2</td> <td>4</td> <td>Sorting into 2 groups</td> <td>Compare quantities up to 10 in different context</td> </tr> <tr> <td>5</td> <td>Comparing quantities of identical objects</td> <td>Compare quantities up to 10 in different context</td> </tr> <tr> <td rowspan="2">Number – number and place value</td> <td rowspan="2">Unit 3</td> <td>6</td> <td>Comparing quantities of non-identical objects</td> <td>Subitise (recognise quantities without counting) up to 5.</td> </tr> <tr> <td>7</td> <td>One more</td> <td>Have a deep understanding of number to 10, including the composition of each number.</td> </tr> <tr> <td rowspan="2">Number – addition and subtraction</td> <td rowspan="2">Unit 4</td> <td>8</td> <td>Change within 5</td> <td>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</td> </tr> <tr> <td>9</td> <td>My day</td> <td></td> </tr> </tbody> </table>		Autumn term					Strand	Unit	Week	Weekly title	Early Learning Goal 2020	Number – number and place value	Unit 1	1	Counting to 1, 2 and 3	Have a deep understanding of number to 10, including the composition of each number.  Recognise the pattern of the counting system.	2	Counting to 4	3	Counting to 5	Number – addition and subtraction	Unit 2	4	Sorting into 2 groups	Compare quantities up to 10 in different context	5	Comparing quantities of identical objects	Compare quantities up to 10 in different context	Number – number and place value	Unit 3	6	Comparing quantities of non-identical objects	Subitise (recognise quantities without counting) up to 5.	7	One more	Have a deep understanding of number to 10, including the composition of each number.	Number – addition and subtraction	Unit 4	8	Change within 5	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	9	My day		<table border="1"> <thead> <tr> <th colspan="5">Spring term</th> </tr> <tr> <th>Strand</th> <th>Unit</th> <th>Week</th> <th>Weekly title</th> <th>Early Learning Goal 2020</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Number – number and place value</td> <td rowspan="3">Unit 6</td> <td>1</td> <td>Introducing the part-whole model</td> <td rowspan="3">Have a deep understanding of number to 10, including the composition of each number.  Automatically recall number bonds up to 5.</td> </tr> <tr> <td>2</td> <td>Counting to 6, 7 and 8</td> </tr> <tr> <td>3</td> <td>Counting to 9 and 10</td> </tr> <tr> <td rowspan="2">Number – addition and subtraction</td> <td rowspan="2">Unit 7</td> <td>4</td> <td>Comparing numbers within 10</td> <td rowspan="2">Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.</td> </tr> <tr> <td>5</td> <td>Comparing groups up to 10</td> </tr> <tr> <td rowspan="2">Number – addition and subtraction</td> <td rowspan="2">Unit 8</td> <td>6</td> <td>Combining two groups to find the whole</td> <td rowspan="2">Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall number bonds up to 10, including double facts.  Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</td> </tr> <tr> <td>7</td> <td>Counting to 10</td> </tr> <tr> <td rowspan="3">Number – addition and subtraction</td> <td rowspan="3">Unit 9</td> <td>8</td> <td>Counting to 10</td> <td rowspan="3">Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall number bonds up to 10, including double facts.  Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</td> </tr> <tr> <td>9</td> <td>Counting to 10</td> </tr> <tr> <td>10</td> <td>Counting to 10</td> </tr> </tbody> </table>		Spring term					Strand	Unit	Week	Weekly title	Early Learning Goal 2020	Number – number and place value	Unit 6	1	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number.  Automatically recall number bonds up to 5.	2	Counting to 6, 7 and 8	3	Counting to 9 and 10	Number – addition and subtraction	Unit 7	4	Comparing numbers within 10	Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.	5	Comparing groups up to 10	Number – addition and subtraction	Unit 8	6	Combining two groups to find the whole	Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall number bonds up to 10, including double facts.  Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	7	Counting to 10	Number – addition and subtraction	Unit 9	8	Counting 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 number bonds up to 10, including double facts.  Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	9	Counting to 10	10	Counting to 10	<table border="1"> <thead> <tr> <th colspan="5">Summer term</th> </tr> <tr> <th>Strand</th> <th>Unit</th> <th>Week</th> <th>Weekly title</th> <th>Early Learning Goal 2020</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Number – addition and subtraction</td> <td rowspan="2">Unit 12</td> <td>1</td> <td>Making simple patterns</td> <td rowspan="2">Have a deep understanding of number to 10, including the composition of each number.  Verbally count, recognising the pattern of the counting system.</td> </tr> <tr> <td>2</td> <td>Exploring more complex patterns</td> </tr> <tr> <td rowspan="2">Number – addition and subtraction</td> <td rowspan="2">Unit 13</td> <td>3</td> <td>Counting on and back</td> <td rowspan="2">Have a deep understanding of number to 10, including the composition of each number.  Verbally count, recognising the pattern of the counting system.</td> </tr> <tr> <td>4</td> <td>Taking away by counting back</td> </tr> <tr> <td rowspan="2">Number – addition and subtraction</td> <td rowspan="2">Unit 14</td> <td>5</td> <td>Counting to 20</td> <td rowspan="2">Verbally count beyond 20, recognising the pattern of the counting system.</td> </tr> <tr> <td>6</td> <td>Counting to 20</td> </tr> <tr> <td rowspan="3">Number – addition and subtraction</td> <td rowspan="3">Unit 15</td> <td>7</td> <td>Doubling</td> <td rowspan="3">Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</td> </tr> <tr> <td>8</td> <td>Halving and sharing</td> </tr> <tr> <td>9</td> <td>Odds and evens</td> </tr> <tr> <td rowspan="3">Number – addition and subtraction</td> <td rowspan="3">Unit 16</td> <td>10</td> <td>Length, height and distance</td> <td rowspan="3"></td> </tr> <tr> <td>11</td> <td>Weight</td> </tr> <tr> <td>12</td> <td>Volume and capacity</td> </tr> </tbody> </table>		Summer term					Strand	Unit	Week	Weekly title	Early Learning Goal 2020	Number – addition and subtraction	Unit 12	1	Making simple patterns	Have a deep understanding of number to 10, including the composition of each number.  Verbally count, recognising the pattern of the counting system.	2	Exploring more complex patterns	Number – addition and subtraction	Unit 13	3	Counting on and back	Have a deep understanding of number to 10, including the composition of each number.  Verbally count, recognising the pattern of the counting system.	4	Taking away by counting back	Number – addition and subtraction	Unit 14	5	Counting to 20	Verbally count beyond 20, recognising the pattern of the counting system.	6	Counting to 20	Number – addition and subtraction	Unit 15	7	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	8	Halving and sharing	9	Odds and evens	Number – addition and subtraction	Unit 16	10	Length, height and distance		11	Weight	12	Volume and capacity
Autumn term																																																																																																																																												
Strand	Unit	Week	Weekly title	Early Learning Goal 2020																																																																																																																																								
Number – number and place value	Unit 1	1	Counting to 1, 2 and 3	Have a deep understanding of number to 10, including the composition of each number.  Recognise the pattern of the counting system.																																																																																																																																								
		2	Counting to 4																																																																																																																																									
		3	Counting to 5																																																																																																																																									
Number – addition and subtraction	Unit 2	4	Sorting into 2 groups	Compare quantities up to 10 in different context																																																																																																																																								
		5	Comparing quantities of identical objects	Compare quantities up to 10 in different context																																																																																																																																								
Number – number and place value	Unit 3	6	Comparing quantities of non-identical objects	Subitise (recognise quantities without counting) up to 5.																																																																																																																																								
		7	One more	Have a deep understanding of number to 10, including the composition of each number.																																																																																																																																								
Number – addition and subtraction	Unit 4	8	Change within 5	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.																																																																																																																																								
		9	My day																																																																																																																																									
Spring term																																																																																																																																												
Strand	Unit	Week	Weekly title	Early Learning Goal 2020																																																																																																																																								
Number – number and place value	Unit 6	1	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number.  Automatically recall number bonds up to 5.																																																																																																																																								
		2	Counting to 6, 7 and 8																																																																																																																																									
		3	Counting to 9 and 10																																																																																																																																									
Number – addition and subtraction	Unit 7	4	Comparing numbers within 10	Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.																																																																																																																																								
		5	Comparing groups up to 10																																																																																																																																									
Number – addition and subtraction	Unit 8	6	Combining two groups to find the whole	Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall number bonds up to 10, including double facts.  Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.																																																																																																																																								
		7	Counting to 10																																																																																																																																									
Number – addition and subtraction	Unit 9	8	Counting 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 number bonds up to 10, including double facts.  Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.																																																																																																																																								
		9	Counting to 10																																																																																																																																									
		10	Counting to 10																																																																																																																																									
Summer term																																																																																																																																												
Strand	Unit	Week	Weekly title	Early Learning Goal 2020																																																																																																																																								
Number – addition and subtraction	Unit 12	1	Making simple patterns	Have a deep understanding of number to 10, including the composition of each number.  Verbally count, recognising the pattern of the counting system.																																																																																																																																								
		2	Exploring more complex patterns																																																																																																																																									
Number – addition and subtraction	Unit 13	3	Counting on and back	Have a deep understanding of number to 10, including the composition of each number.  Verbally count, recognising the pattern of the counting system.																																																																																																																																								
		4	Taking away by counting back																																																																																																																																									
Number – addition and subtraction	Unit 14	5	Counting to 20	Verbally count beyond 20, recognising the pattern of the counting system.																																																																																																																																								
		6	Counting to 20																																																																																																																																									
Number – addition and subtraction	Unit 15	7	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.																																																																																																																																								
		8	Halving and sharing																																																																																																																																									
		9	Odds and evens																																																																																																																																									
Number – addition and subtraction	Unit 16	10	Length, height and distance																																																																																																																																									
		11	Weight																																																																																																																																									
		12	Volume and capacity																																																																																																																																									
<b>PD (PE)</b>	<p><b>Outdoor PE:</b> Body Management</p> <p><b>Indoor PE:</b> Gymnastics</p>	<p><b>Outdoor PE:</b> Manipulation and Coordination</p> <p><b>Indoor PE:</b> Cooperate and Solve Problems</p>	<p><b>Outdoor PE:</b> Speed, Agility, Travel</p> <p><b>Indoor PE:</b> Dance (different dance styles from around the world)</p>	<p><b>Outdoor PE:</b> Body Management and Manipulation and Coordination</p> <p><b>Indoor PE:</b> Gymnastics and Dance</p>	<p><b>Outdoor PE:</b> Speed, Agility, Travel</p> <p><b>Indoor PE:</b> Cooperate and Solve Problems</p>																																																																																																																																							
<b>EAD (Art/DT/Music)</b>	<p><b>Artist:</b> Vincent Van Gough</p> <p><b>Name of artwork:</b> Self Portrait, Autumn 1899</p> <p><b>Picture:</b> </p> <p><b>Charanga:</b> Me!</p>	<p>Create items of people who help us e.g. a firefighters hose</p> <p><b>Charanga:</b> My Stories</p>	<p>Constructing buildings from around the world</p> <p><b>Charanga:</b> Everyone</p>	<p><b>Artist:</b> Henri Rousseau</p> <p><b>Name of artwork:</b> Tropics</p> <p><b>Picture:</b> </p> <p><b>Charanga:</b> Our World</p>	<p><b>Artist:</b> Giuseppe Arcimboldo</p> <p><b>Name of artwork:</b> Spring</p> <p><b>Picture:</b> </p> <p><b>Charanga:</b> Big Bear Funk</p>	<p>Create a woodland animal using junk modelling</p> <p><b>Charanga:</b> Reflect, Rewind and Replay</p>																																																																																																																																						
<b>ICT</b>	Taking 'selfies' on an iPad for self-portraits (Online safety throughout)	Creating firework pictures on Revelation Art (Online safety throughout)	Navigating on maps on Chrome Books (Online safety throughout)	Recording a video of chicks hatching (Online safety throughout)	Programming a Beebot using accurate vocabulary (Online safety throughout)																																																																																																																																							
<b>Skills Builder</b>	<p style="text-align: center;">        </p> <p style="text-align: center;">             Step 0: ages 4-7      Step 1 : ages 5-8      Step 2 : ages 6-9      Step 3: ages 7-10      Step 4 : ages 8-11      Step 5 : ages 9-12      Step 6 : ages 10-14         </p> <p style="text-align: center;">Mastery approach underpins the Framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.</p>																																																																																																																																											