



Ellington Primary School
'Believe and Achieve'



Reception Long Term Overview 2025-2026

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 (6)	Summer A (5)	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> 1.Excellent Ellington 2. Marvellous Me! 3. Autumn Festivals	<u>Winter Wonderland!</u> 1.In the night sky 2. Polar Regions and the Ocean 3. How can we help our world? 3.It's CHRISTMAS!	<u>Run Run as Fast as you can!</u> 1. The Gingerbread man 2. Mr Wolf's Pancakes 3.Chinese New Year	<u>Down on the Farm</u> 1.Life-Cycle of a Chick 2.Changes On the Farm 3. Where does our food come from? (Healthy choices) 4. Easter	<u>The Everywhere Bear!</u> 1. All about Ellington 2. Where is the Everywhere bear? (Around the world) 3. The Royal Family- Great Britain/London	<u>Blast off!</u> 1. What is Space? 2.Astronauts through time (Neil Armstrong, Mae Jamison, Tim Peake) 3. The Smeds and the Smoos 4. To Year 1 and Beyond!
Retrieval opportunities from prior learning 'The Memory Box' Everywhere Bear's adventures linked to Summer A topic	Nursery Cycle A & B (Ourselves and seasonal changes)	Nursery Cycle A & B (Bonfire Night & Diwali, Christmas Seasonal changes)	Nursery Cycle A & B (Fairytale Topic) Reception Autumn A (Little Red Hen)	Nursery Cycle A & B (life cycle of a sunflower, seasonal changes, Easter) Nursery Cycle A & B, Reception A (Harvest)	Nursery Cycle B Linked to Summer A (animals around the world) Reception Autumn B (Polar Regions) Reception Spring A (Chinese New Year)	Nursery Cycle B- Linked to Summer B (Journeys) Reception Autumn B (Helping our World) Reception Summer A (Around the world)

High Quality Texts						
Key texts to further support topic	The kissing hand Along came a different The colour of me Where the sugar bugs live Why should I brush my teeth? Whiffy Wilson the wolf who wouldn't wash The busy body book Colour Monster The Leaf Thief Rosie's Walk 'What's in the witch's kitchen?'	Little Helpers: Penny helps to protect the polar ice caps Somebody swallowed Stanley Clean Up! Change starts with us The Nativity twinkly twinkly nativity The Jolly Postman's Christmas The snow thief Jane Goodall	The Three Horrid PIGs Mixed up Fairytales Mr Wolf's Pancakes Shhh Once upon a Fairytale The runaway pancake/ricecake/wok The Lucky Red Envelope Mixed	Out of the Egg Am I yours? Which food will you choose? Farmer Duck The Flower Thief What the Ladybird heard Rosie's Walk Where oh Where is Rosie's Chick A very happy Easter	Martha Maps it out A walk in Paris We are sailing down the Nile The king's underpants The Camel who had the hump The Perfect Fit	Goodnight Spaceman 8 Little Planets Look up! Mae Jamison (Little People) Alien's Love Underpants There's an Alien in my book! Whiffy Wilson the wolf who wouldn't go to bed. Pete the Cat into Year 1 (Teacher Made) The Sun Thief
Key Vocabulary	school, teachers, staff names, help, feelings - happy, sad, angry, worried, excited, calm, senses, basic body parts, baby, toddler, child, adult. In the past, Autumn, leaves, crisp, falling, harvest, crops, instructions, recipe, safe, teeth, healthy/unhealthy, decay, toothbrush, toothpaste, dentist, sugary, clean, dirty	fireworks, noisy, zoom, bang, colourful, Guy Fawkes, parliament, hot, cold, Antarctica, map, snow, frozen, freezing, melting, recycle, Earth, ocean, penguin, polar bear, hibernate, icebergs, ice plastic, celebration, traditions, nativity, a long time ago, winter, cold, rain, icy, dark	Once upon a Time, goodies, baddies, evil, instructions, recipe, safe, repeated refrains e.g 'run, run as fast as you can', Chinese New Year, red, gold, luck, celebration, lanterns, traditions, dragon, China, chopsticks,	life-cycle, eggs, hatch, chicks, chicken, hen, incubator, warm, fluffy, safe, caring, gentle, farm, tractor, farmer, spring animals, baby animals-adult animals e.g piglet - pig, food, crops, plant, growing, seed, stem, leaves, bud, flower, fruit, healthy, unhealthy, Spring, blossom, daffodils, warm, rain, wind,	Ellington, town, path, road, street, park, library, Ellington landmarks, home, families, hot, cold, Antarctica, ice, frozen Egypt, desert, hot, pyramid, market France, city, busy, cafe, Eiffel Tower, holidays, world, map, ocean, King Charles, Queen Camila, Buckingham Palace, London, Britain, Union Jack, Guards,	materials, magnet, magnetic, rocket, moon, sun, planets, gravity, astronauts, aliens, pattern, healthy, unhealthy, exercise, sleep, important, safe, transition, year one, teacher, feelings, summer, hot, leaves, trees, picnic, light
Core Poems	What makes me me! Pointy hat	Firework Poem	Wriggle and Roar	Farmer Plants the seeds	Pussycat, pussycat where have you been?	The owl and the pussycat
Nursery Rhyme/Song focus	heads, shoulders, knees and toes, Miss Polly had a dolly, If you	The mulberry bush, Little green frog, Jack and Jill, hey diddle diddle, When	Gingerbread man song, rub a dub dub, down in the jungle,	Old Macdonald, The Farmer's in his Den, Baa Black Sheep, Little	London Bridge is falling down, London's Burning, God Save the King, Frere	5 Little men in a flying saucer, Bobby Shaftoe gone to sea, Zoom

	are happy and you know it!, Dry Bones, Hickory Dickory Dock, brush your teeth, finger family, one finger, one thumb keep moving Autumn leaves, Harvest song	Santa got stuck up the chimney, Christmas pudding Christmas songs		Bo Peep, Mary Mary quite Contrary, hop little bunnies, spring chicken	Jaques, Humpty Dumpty, Grand Old Duke of York, The wheels on the bus, Old king Cole, a ram sam sam	Zoom Zoom we're going to the moon, We're going on a rocket ship
Enrichment Activities		Trip to Seven Stories Christmas Pantomime Christmas Performance	Chinese New Year Celebrations	Farm Visit Chicks	Local Area Walk	Summer Time Day
Ellington School Heroes Judith Kerr 	Who is Judith Kerr?	What makes Judith Kerr happy?	What should Judith Kerr be proud of?	Why is Judith Kerr an inspiration?	Can we draw like Judith Kerr?	How will we remember her?
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 – 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 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?	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 – 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 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 1 – The Human Body Year 1 – Seasonal Changes Year 2 – Growing Up	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 – Seasonal Changes Year 1 – Caring for the Planet Year 2 – Living things and their habitats Year 4 – Deforestation	Years 1 and 2 - Materials	Year 1 – Caring for the Planet Year 1, and 3 – Plants Year 1 – Growing and Cooking Year 2 – Wildlife Year 3 – Soils	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 3 – Why did the Romans settle in Britain? Year 3 – What did the ancient Egyptians believe? Year 6 – What does the Census tell us about our local area? Year 1 – Caring for the Planet Year 4 – Deforestation	Year 3 – Fossils Year 3 - Rocks
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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	*Understand how to listen carefully and why listening is important. *Engage in story time.	*Understand how to listen carefully and why listening is important. *Engage in story time.	*Understand time and sequence concepts – first, then, next *Listen attentively to a story in a whole	*Listen to and learn rhymes and poems in a whole group *Continue a rhyming string	*Listen in a whole group in a range of situations *Understand what a question is	*Listen in a larger group – e.g. assembly
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	*Understand and follow simple instructions. *Listen to and talk about stories to build familiarity and understanding. *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.	*Understand and follow simple instructions. *Listen to and talk about stories to build familiarity and understanding. *Listen to a story in a whole group *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.	- group to build familiarity and understanding of the core story *Follow more complicated 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.	*Comment on non-fiction books linked to the theme *Ask the meaning of unfamiliar words *Use language to hold a two way conversation with an adult/child *Use talk to solve problems *Use adjectives to describe what they see *Explain predictions and observations	*sustain a two way conversation with an adult/child *Ask questions to clarify their understanding about a topic *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.	*Sustain a two way conversation with an adult/child *Use adjectives in speech to describe objects or situations *Explain plans and review the outcomes *Be confident offering detailed explanations in a range of situations *Speak clearly & fluently about the past, present and future
Knowledge and Skills Overview	*Listen to adults/children in a group	*Learn vocabulary linked to the seasons/celebrations *Recount an event!	*Comment on what they hear *Learn and use vocabulary linked to	*Begin to know what an adjective is *Learn vocabulary linked to farming,	*Give a list of 5 abstract things which are linked *Learn and use vocabulary linked to	*Learn and use vocabulary linked to different locations and

	*Be confident to speak to adults and children in a group *Sit quietly when appropriate *Follow instructions related to time eg before, after, later, first, last *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	*Use story vocabulary *Answer a question in a full sentence *Speak in a full sentence *Use vocabulary linked to the seasons/celebrations *Recount a past event	- traditional stories, journeys *Tell me a story! *Answer a child's question *Use vocabulary linked to time *Retell a story *To use positional language	- growth, healthy eating *Explain your thinking! *Use vocabulary linked to non-fiction books *Use vocabulary linked to poems *Recite a poem /rhyme	- different locations and comparative vocabulary *Tell me about differences! *Recite a poem or rhyme *Use a range of vocabulary learnt within Reception	- comparative vocabulary *Tell me why! *Use vocabulary linked to different locations *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
Books to Support		Along came a different The perfect fit				
Children in Reception	To identify and express their feelings happy, sad, scared, excited, proud, angry, calm, loved To explore different coping strategies to regulate our emotions To consider the reasons behind our emotions To explore the different adjectives that can be used to describe emotions To explore different facial expressions and what they mean To moderate behaviour socially and emotionally *Deal with change positively *Select activities from those available *Know the class boundaries, rules,	*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	*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	*Understand the importance of exercise and its effects on different parts of the body (Summer B) *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	Explore what it means to be a safe pedestrian (Local Walk) *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	To understand why we have rules Learn to understand the importance of persistence in the face of challenge through teamwork activities, developing confidence in their own ability to solve problems. Learn to work together as a team to overcome challenges and communicating effectively with others to build a den. Learn 'grounding' coping strategies and how to use them in different situations. To understand the importance of

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.

*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

*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 efficient, correctly 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

	*Know and talk about the different factors that support their overall health and well-being: tooth brushing, sensible amounts of 'screen time', having a good sleep routine, Use tyres with safety	drawing and writing, paintbrushes, scissors, knives, forks and spoons.				*Combine different movements *Change speed and direction
Knowledge and Skills Overview	*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 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	*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	*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 *Use threading activities *Begin to thread and weave *Use a needle and thread *Hold a pencil effectively *Continue work on handwriting families *Forming some letters correctly	*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	*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

	*Use a knife to spread (Bread) *Use a knife to cut food with adult support (soup) *Introduce to handwriting families *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	*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	*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	*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	*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	*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,	*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.
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	*Answer questions about what is happening or may happen *Make predictions about what might happen	*Use picture clues to help read a simple text *Write their first and some of their second name *Write words using the correct initial and final letter to communicate	*Know how to use non-fiction books *Spell cvc words accurately *Begin to write in a range of contexts *Begin to spell tricky words accurately		- events, or settings and why *Engage in conversation and can answer questions when reading wordless fiction and nonfiction books	*Retell stories using own words and new vocabulary learned. Children supported to use this language 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
Knowledge and Skills Overview	*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	*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	*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	*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	*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	*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

	communicate meaning		*Hold a simple sentence with adult support *Write a list		*Make phonetically plausible attempts to spell	*Write simple phrases which can be read by others *Spell some words correctly *Make phonetically plausible attempts to spell *Consolidate correct formation *Look at positioning on the line and size
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Mathematics – Big Maths
***Number *Numerical Patterns**

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

Knowledge and Skills Overview

Early Years Number

*Recognises more than/less than/the same

*Understands all gone

*Saying numbers up to 10.

*Saying numbers 'hello 1 hello 2'

*Interested in familiar numbers

*Reading numbers 1-3 then 1-5

*Subitise numbers 1,2,3

*Represent numbers 1,2,3 in different ways e.g numicon, objects, drawing, 5 frame.

*Find numbers before/after within 5

*Composition within 5 including inverse–whole part models, five frame

Early Years Number

*Understands all gone

*Saying number 11,12,-13

*Saying numbers 'hello 1 hello 2'

*Reading numbers 6, 7, 8, 9, 10, 0

*count 4,5,6 then 10 objects

*ordering numbers to 10

*Subitise within 5

*Conceptual subitising (What do you see? How do you see it? Finding numbers within numbers to 5)

*Represent 0-5 in different ways

*Match numerals to objects within 5.

Early Years Number

*Recognises biggest

*Recognises smallest

*Recognises "Most"

*Recognises "Least"

*Recognises "Same"

*No Amount (Zero)

*Can count back, taking away with support

*Can count back with objects to zero

*Can count back from 10, taking away

*Saying numbers to 20

*Hello 1/21, Hello 2/22

*Counting back 20-0

*Repeats total in play *Count 3 objects *I know I have 10 fingers *Finger doubles and halves 1-2 *Double facts 1+1 2+2 *Given context to count *I can group objects <u>Wider Maths</u> *I can show an interest in shapes around me *I can describe simple 2-d shapes *I can use 3-D shapes when I play *I can move in lots of specific ways I can describe an object as tall or short I can describe an amount of mass as heavy or light I can play 'shop'! 1 - buying things I can describe an amount of space I can compare hot to cold I understand hotter and colder I can describe periods of time I can make a whole turn I can record my sorting using mark making I can make a 2 colour pattern <u>Basic Skills</u> *I can count to 10 *I can count 3-5 objects *Find number before/after within 5 *Double Facts – 2 *Ordering numbers to 5 *Telling me how many more to fill the five frame *Number recognition 1-5 *Subitising 1-5 *Matching numerals to objects 1-5 *number rhymes to 5	*my body learn it 5 fingers and 5 fingers = 10 *Finger doubles 3,4,5, *Finger halves 8,6,4 *Double facts 3,4,5 *I can group objects *I can say a learn it, I can say a switcher I can say the next number I can count on 1 I know "1 more than" I can add 1 I know when to add some more I know to find the total I can say the number before I can count back 1 I know "1 less than" I can take away 1 I know when to take some away I know to take some away and then count how many are left *I can share fairly *Introduce odds and evens *Investigate odd and even pairs <u>Wider Maths</u> I can use shapes with purpose as I play I can see when shapes are similar I can recognise a circle I can recognise a square I can recognise a triangle I can recognise a cube I can recognise a pyramid I can recognise a sphere I can describe my own position I can compare 2 different amounts of distance I can compare 2 different amounts of mass I can play 'shop'! 2 - identifying coins, narrating and giving change I can compare 2 different amounts of space I understand hotter and colder I can order daily events I can show awareness of half of an amount I can collect data using objects	*Recognises numerals to 10 *Introduce numerals to 20 Actual Counting: 1 to 10 *Counting 12 object, 15 objects, 20 objects 6 objects from a pile 10 objects from a pile *Ordering numbers to 10 *Begin to count in 10s (Summer 2) *My first number sentences Pim is Counting *Given context (and prompted) *Given context (and sees for self) *Finds own context (without purpose) *Given context (and told) *I can swap objects *Doubling Amounts 1. 2, 3, 4 objects *Halving Amounts 1. 4, 6, 8 objects *Who Won? 1. I can spot the winner 2. I know who was first and who was last *Fact Families *I can say a Learn It and switcher *I can say a "take away" Calculation *I can add 2 by counting on * I can add 3 by counting on *I can add 4, 5 by counting on *I can add the right amount *I can add the right amount and count how many altogether *I can add numbers of objects to 10 *I can take away the right amount *I can take away the right amount and count how many are left *I can take away numbers of objects to 10 *I can set out groups of toys when I play *I can find the total amount of toys *I can count how many each person has *I can share an even number of objects between 2 people
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		I can create three colour patterns. <u>Basic Skills</u> *I can count to 10 *I can read 1 digit numbers *I can understand numbers to 10 *I can count objects to 10 and match it to the correct numeral. *Subitising within 5 *I can say 1 more 1 less *double facts to 5 *Quick addition adds to 5 *Quick subtractions from 5 *begin to recall number bonds to 5	*I can halve an even number of objects *I can share 6, 9, 12 or 15 objects between 3 people <u>Wider Maths</u> *I can create a symmetrical picture *I can name and describe simple 2D shapes *. I can recognise a rectangle (and know that a square is a special rectangle) *I can identify 2D shapes in real life *I can describe simple 3D shapes *I can identify 3D shapes in real life *I can describe a variety of different positions, for me, others or objects as I play * I can compare 3 different amounts of distance *I can compare 3 different amounts of mass *I can play 'shop'! 3 - making simple calculations * I can compare 3 different amounts of space *I understand hotter and colder *I can begin to measure time *I know about annual events *I can chant the days of the week *I can make a half turn * I can find half of an amount by dividing it into two * I can record my sorting using numbers *I can build counting towers *I can spot, copy and create different patterns <u>Basic Skills</u> *I can count to 10 *I can read 1 digit numbers *I can understand numbers to 10 *I can count objects to 10 and match it to the correct numeral. *Subitising within 5 *I can say 1 more 1 less within 10 *double facts to 10 *Quick addition adds to 5
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						*Quick subtractions from 5 *Recall number bonds to 5/10 *Consolidate number fact knowledge *I can read 1 digit numbers *Ordering numbers *Addition and subtraction facts
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.						
Children in Reception	*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	*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	*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	*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	*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	*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

*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

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.

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.
*Recognise and talk about why people have different beliefs and celebrate special times in different ways.

*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 materials
*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

*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

*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
*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

*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

and life in other countries.
*Explore the natural world around them
*Recognise that some environments that are different to
*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

			different beliefs and celebrate special times in different ways.	and celebrate special times in different ways.		
Knowledge and Skills Overview	*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 *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	*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 *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)	- 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	- Understand how farm life has changed over time e.g machinery etc - Draw/create a map linked to our local walk - Understand how farms are different to our local area *Understand the role of a farmer - Talk about ideas of new life in nature - 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	*Comment on London's historical landmarks *Comment on the King *Understand what a monarch is *To talk about our community – school, homes, families, clothes, transport etc. *Compare different countries around the world *Locate on a Map where Everywhere Bear has been - Compare to life in Ellington *To compare our community with London and Egypt *To use comparative language and identify when something is the same/different *Compare different environments of London, Morocco, Paris *To identify these countries on a map *Compare different beliefs in London and Morocco	- Know about Mae Jemison - Comment on pictures of Mae Jemison *Understand how transport has changed over time *Discuss past experiences of EYFS and prepare for transition into Year 1 *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

		*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 *Compare these celebrations looking at similarities and differences		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 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	Printing and Drawing Marvellous Marks linked to portraits	Developing printing and Mixed media - collage linked to Polar Regions	Plan, design and create Fairytale puppet theatre - Linked to PSED	Observational drawings of chicks	Watercolour art	Sculpture and 3-D Plan Create and decorate an alien
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 (Large Weaving)	Junk Model	
Kapow Music	Exploring Sound		Musical Stories		Transport	
Children in Reception	*To investigate the marks and patterns made by different textures *Use a pencil to create an observational 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	*To explore clay and its properties *To explore playdough and its properties (within environment) *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	*Begin to use a variety of drawing tools and techniques *To understand what waterproof means and to test 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	*Develop skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see. *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	*Explore different textures to create art. *Use different printing techniques to create art - Choosing a media for a purpose - Use natural materials to make 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	*Explore, use and refine a variety of artistic effects to express their ideas and feelings *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

	*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.	*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)	*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)	*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	- from our own and other counties *Explore and engage in music making in solo and group performances *Play instruments with increasing control *Design a sandwich/fruit skewer *Recap how to use a knife safely to cut and spread *Safely use tools to prepare ingredients *Explore and experiment with play-doh. *Using a variety of tools and equipment safely.	- express their ideas and feelings *Return to and build on their previous learning, refining ideas and developing their own ability to represent them. *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 *Create collaboratively, sharing ideas, resources and skills
Knowledge and Skills Overview	*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	*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	*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 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)	*Apply skills and knowledge *Looking at and responding to JMW Turner (London based artist) - Watercolour art *Use smaller paintbrush with control	*Look at the work of Megan Coyle – landscape collage *Plan a landscape seaside collage using materials *Describe what they will use *Adapt as necessary

	*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 *Explore using loose parts and general small world resources to act out stories *Using costumes to support role play *Retell a simple repetitive story (The Little Red Hen) *Explore musical instruments *Tap name syllables *Keep a beat to a nursery rhyme *Sing simple nursery rhymes	*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 *Watching and responding to a live performance *Explore using a paint program*Recite a poem for an audience (harvest) *Learn and sing songs as a class (nativity)	- 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)	*Explore using split pins *Apply skills and knowledge *Using costumes to support role play *Computing - Know how to change colours and brush sizes	*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	*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 *Responding to Music/Dance *To perform a series of moves *Use instruments to create a seaside sound scape *Perform for friends *Watch and reflect on others performance
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	*Talking about favourite nursery rhymes					
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