

United Curriculum

EYFS

For Practitioners



United Curriculum
Primary

Part of United Learning

United Curriculum Principles

Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:

- **Entitlement**
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart



United Curriculum Principles: EYFS



The United Learning EYFS Curriculum provides for all children, regardless of their background, with:

- **Children leave the Early Years with 'school readiness'**
All Early Years settings give children the broad range of knowledge and skills which provide the right foundation for future progress through school life, fostering resilience and children who are capable, confident and self-assured.
- **Quality and consistency**
All Early Years settings set standards to ensure every child makes good progress and no child gets left behind.
- **Children are placed at the heart of the curriculum**
Every child is valued as unique and learning opportunities are adapted to meet needs and interests.
- **Enabling environments**
Environments are adapted to ensure there is a rich provision of experiences to respond to the individual needs of all children.
- **Strong partnership between home and school**
Link between practitioners and parents and/or carers is clearly established from the first day of school and nurtured throughout to create a transparent, clear communication to provide the best for all children.



Communication and Language: Overview



	Listening, Attention and Understanding	Speaking
Rec	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<ul style="list-style-type: none"> • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	<p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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;



Communication and Language: Termly Milestones



Listening, Attention and Understanding

Reception	Aut	<ul style="list-style-type: none"> Engage in story times Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understand how to listen carefully and why listening is important. Learn rhymes, poems and songs.
	Spr	<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and check they understand what has been said. Make simple predictions about what will happen next when reading or listening to a text Answer why and how stories about a text Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound.
	Sum	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about stories to build familiarity and understanding.-Link events in a story to their own experiences.
Year 1		<p>In the English National Curriculum in Spoken Language, pupils should be taught to:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments



Communication and Language: Termly Milestones



Speaking

Reception	Aut	<ul style="list-style-type: none">• Learn new vocabulary.• Articulate their ideas and thoughts in well-formed sentences.• Engage in non-fiction books.• Use new vocabulary through the day.
	Spr	<ul style="list-style-type: none">• Use new vocabulary in different contexts.• Connect one idea or action to another using a range of connectives.• Understand and use new vocabulary introduced through non-fiction texts and stories• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
	Sum	<ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.• Describe events in some detail.• Learn and use new vocabulary
Year 1		<p>In the English National Curriculum in Spoken Language, pupils should be taught to:</p> <ul style="list-style-type: none">• Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English.





Personal, Social & Emotional Development: Overview

Reception	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.• Personal hygiene.• Know and talk about the different factors that support their overall health and wellbeing including:<ul style="list-style-type: none">○ Regular physical activity○ Healthy eating○ Toothbrushing○ Sensible amounts of 'screen time'○ Having a good sleep routine○ Being a safe pedestrian
ELG	<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.





Self-Regulation

Reception

- Identify and name feelings in themselves and others, *e.g. cross, lonely, worried.*
- Bounce back quickly after they have been upset and with more independence.
- Reflect on feelings they encounter in stories and make links to their own experiences.
- Follow two-step instructions.
- Wait with increased patience for attention or a turn in a game/with a toy.

Recognise, moderate and express their own feelings and show an understanding of the feelings of others. Set and work towards simple goals. Wait for what they want and control their immediate impulses when appropriate. Give focused attention to the teacher, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions.





Managing Self

Reception

- Abide by most of the rules of the classroom.
- Try new activities independently or with peers.
- Talk positively about themselves and what they can do.
- Begin to understand and discuss consequences of our behaviour.
- Shows increasing independence, working on short activities independently.
- Persevere when something is challenging.

**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**





Self Care

Reception

- Put on socks and shoes.
- Fasten zips independently
- Explain why handwashing is important.
- Undress independently with help for buttons
- Dress and undress independently.
- Know and talk about the different factors that support their overall health and wellbeing: *regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.*

Manage their own basic hygiene and personal needs, including dressing (with support for small buttons), going to the toilet and understanding the importance of healthy food choices





Building Relationships

Reception

- **Take turns when playing simple games.**
- **Show empathy towards their peers.**
- Show understanding of another child's perspective..
- **Solve small conflicts through speaking to each other and being assertive.**

Form positive attachments with adult peers, working and playing cooperatively and showing sensitivity to their own and to others' needs.



Physical Development: Overview



	Gross Motor	Fine Motor
Reception	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • Develop overall body-strength, balance, co-ordination and agility. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • 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. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient
ELG	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



Physical Development: Milestones



Gross Motor

	Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
Reception	<ul style="list-style-type: none"> Pedal/scoot and maintain balance while manoeuvring around obstacles. Control the speed of wheeled toys. Maintain a safe distance from other riders. 2 wheeled bikes Pedal and maintain balance for a few metres on flat/downhill. Can stop the bike using brakes. Pedal and maintain balance for an extended time. <p>Pedal and maintain balance on a 2 wheeled bike around obstacles.</p>	<ul style="list-style-type: none"> Throw and kick a ball with increased accuracy. Hit a large target from 5 steps away with a tennis ball. Catch a large ball by bringing hands in towards chest. Bounce and catch a large ball . Kick a ball that is rolled to them from a distance. Begin to use kicking, throwing, catching skills in team games. Hit a ball or beanbag with a bat. <p>Develop confidence, competence, precision & accuracy with activities that involve a ball.</p>	<ul style="list-style-type: none"> Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding. Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles. Hop on one foot 3 to 5 times. Jump and turn in the air. Hop on alternate feet. Combine movements to create sequences of movement. <p>Develop overall body strength, coordination, balance & agility</p>	<ul style="list-style-type: none"> Hold a controlled static balance on one leg Walk down steps, using alternate feet. Walk along a low narrow balance beam Move confidently in different ways on climbing apparatus. <p>Move confidently on balancing and climbing equipment setting themselves physical challenges.</p>	<ul style="list-style-type: none"> Work collaboratively to move large outdoor equipment with increasing independence. Work with friends in a team – taking turns effectively. <p>Collaborate with others to devise team games and manage resources.</p>



Physical Development: Milestones



Fine Motor

	Using Mark Making Tools	Manipulating other Tool and Materials	Dressing
Reception	<ul style="list-style-type: none">• Forms all the letters of their names correctly.• Use an effective pencil hold working towards a dynamic tripod grasp.• Adds detail to drawings, e.g. eyelashes or windows on a house.• Forms recognisable letters for the full alphabet.• Forms all letters of the alphabet with correct formation. <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<ul style="list-style-type: none">• Join small construction such as lego.• Make more detailed models with playdough.• Use tweezers to move small objects.• Use scissors to cut around a shape on paper.• Use a knife and fork, attempting to cut soft foods.• Use scissors with developing accuracy and control.• Safely use hammers.• Use a knife and fork effectively. <p>Use a range of small tools, including scissors, paint brushes and cutlery safely and effectively.</p>	<ul style="list-style-type: none">• Put on socks and shoes.• Fasten zips independently <p>Dress and undress independently with some adult support with small buttons.</p>





<p style="text-align: center;">Reception</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
<p style="text-align: center;">ELG</p>	<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds



Literacy: Termly Milestones



Decoding and Word Reading

		Linked to Core Texts and Rhymes	Discrete Phonics Sessions	
Reception	Aut	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences 	<u>Letters and Sounds</u> Autumn 1 <ul style="list-style-type: none"> • Phase 1 Aspect 7 - Oral blending and segmenting Autumn 2 <ul style="list-style-type: none"> • Set 1: s, a, t, p • Set 2: i, n, m, d • Set 3: g, o, c, k • Set 4: ck, e, u, r • Set 5: h, b, f, ff, l, ll, ss 	<u>Read Write Inc</u> Phase 1 <ul style="list-style-type: none"> • Aspect 7 - Oral blending and segmenting cont • Set 1 - Ditties • Know sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, z, x,
	Spr	<ul style="list-style-type: none"> • Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words • Continue a rhyming string. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<u>Letters and Sounds</u> Spring 1 - Phase 3 <ul style="list-style-type: none"> • Set 6: j, v, w, x • Set 7: y, z, zz, qu • Consonant digraphs: ch, sh, th, ng Spring 2 - Phase 3 <ul style="list-style-type: none"> • Vowel digraphs: ai, ee, igh, oa, oo, ar, or 	<u>Read Write Inc</u> <ul style="list-style-type: none"> • Set 1 - Red • Know sounds ck, ng, nk, qu, th, ss, ll, fftt,zz
	Sum	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<u>Letters and Sounds</u> Summer 1 - Phase 3 <ul style="list-style-type: none"> • Vowel digraphs: ur, ow, oi, er • Trigraphs: ear, air, ure Summer 2- Phase 4 <ul style="list-style-type: none"> • Adjacent consonants: <ul style="list-style-type: none"> • delete phoneme from a given word e.g. say clip, now say it again without /c/ • add a phoneme to a word e.g. say top, now say it again with /s/ in front of it • CVCC sets 1-7 letters: went, help, tent, belt • CCVC sets 1-7 letters: from, stop, spot, frog, step, plan • CCVCC sets 1-7 letters: stand, crisp, trend, trust, spend, glint • Polysyllabic words: <ul style="list-style-type: none"> • divide spoken words into syllables • delete a syllable from a word e.g. say blackboard, then say board. 	<u>Read Write Inc</u> <ul style="list-style-type: none"> • Set 2 – Green/ Purple • Know sounds ay, ee, igh, ow, oo, oo,



Literacy: Termly Milestones



Reading Comprehension

Reception	Aut	<p>Literacy:</p> <ul style="list-style-type: none"> • Answer 'what' questions related to a story • Answer who, what and where questions about a book. • Sequence the main events in a story. • Retell the main events in a story. 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Engage in story times. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen to and talk about stories to build familiarity and understanding.
	Spr	<p>Literacy:</p> <ul style="list-style-type: none"> • Record and retell stories in simple ways: story maps, role play, retelling. 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Make simple predictions about what will happen next when reading or listening to a text. • Answer why and how stories about a text . • 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 use new vocabulary introduced through non-fiction texts and stories.
	Sum		<p>Communication & Language</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Describe events in some detail. • Listen to and talk about stories to build familiarity and understanding.-<i>Link events in a story to their own experiences.</i> • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
Year 1		<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	



Literacy: Termly Milestones



Writing

Reception	Aut	<ul style="list-style-type: none"> • Write their first name without a reference • Orally plan a sentence for an adult to scribe • Spell words by identifying the sounds and then writing the sound with letter/s. <ul style="list-style-type: none"> • write the correct initial sounds of words • write the correct initial sounds of words / write CVC words using the sounds they have been taught
	Spr	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. <ul style="list-style-type: none"> • write CVC/ CCVC/CVCC words using the sounds they have been taught • Create a simple narrative using vocabulary introduced through a text. • Form lower-case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
	Sum	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Form lower-case and capital letters correctly.
Year 1	Aut	<ul style="list-style-type: none"> • Developing Vocabulary & Sentences (<i>Beegu</i>) • Writing Short Narratives (<i>The Lonely Beast</i>) • Writing Narratives (<i>Ralph Tells a Story</i>)



Mathematics: Overview



Reception	<ul style="list-style-type: none">• Count objects, actions and sounds.• Subitise.• Link the number symbol (numeral) with its cardinal number value.• Count beyond ten.• Compare numbers.• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10.• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0–10.• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Continue, copy and create repeating patterns.• Compare length, weight and capacity.
ELG	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.



Mathematics: Termly Milestones



Number

	Counting and Subitising	Comparing Number	Numerical Patterns
Aut	<p>Match and Sort</p> <ul style="list-style-type: none"> Find and match objects that are the same. Sort objects according to colour, size or shape. <p>Recognising 123 by counting or subitising:</p> <ul style="list-style-type: none"> Identify representations of 1,2 and 3 Match number names we say to numerals and quantities Count up to 3 objects in different arrangements by touching Use their own mark making to represent 1, 2 and 3 <p>Recognise a set of 4 and 5 objects by counting or subitising:</p> <ul style="list-style-type: none"> Identify representations of 4 and 5 Match number names we say to numerals and quantities. Count up to 4 and 5 objects in different arrangements by touching Use their own mark making to represent 4 and 5 	<ul style="list-style-type: none"> Use the vocabulary <i>fewer</i>, the <i>same</i> and <i>more</i>. <p>Compare 123:</p> <ul style="list-style-type: none"> Understand that as we count, each number is one more than the one before. Understand that as we count back, each number is one less than the one before. Make comparisons between groups of 1, 2 and objects. <p>Explore 1 more or 1 less than numbers to 5:</p> <ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers.to 5 To compare groups of identical of objects using accurate mathematical vocabulary To compare groups of objects that are arranged differently and with objects of different sizes 	<p>Composition of 1,2 and 3:</p> <ul style="list-style-type: none"> Explore and notice the different compositions of 2 and 3.
Spr	<p>Recognise 6 and 7 by counting or subitising:</p> <ul style="list-style-type: none"> Identify representations of 6 and 7 Count up to 6 and 7 objects in different arrangements by touching Match number names we say to numerals and quantities. Use their own mark making to represent 6 and 7 <p>Recognise 6 and 7 by counting or subitising:</p> <ul style="list-style-type: none"> Explore the composition of 6 and 7 <p>Recognise and represent 8 and 9:</p> <ul style="list-style-type: none"> Identify representations of 8 and 9 Match number names we say to numerals and quantities. <p>Recognise and represent 10:</p> <ul style="list-style-type: none"> Identify representations of 10 Match number names we say to numerals and quantities. 	<p>Compare numbers to 5:</p> <ul style="list-style-type: none"> Make comparisons between groups of 0-5 objects. Use the number name zero and numeral 0 accurately. To compare groups identical of objects and of objects that are arranged differently and with objects of different sizes. <p>Compare numbers to 10:</p> <ul style="list-style-type: none"> Make comparisons between groups of 0-10 objects by counting and comparing where they fall in the counting order Make comparisons between groups of objects by lining them up next to each other. 	<p>Composition of number:</p> <ul style="list-style-type: none"> Explore and notice the different compositions of 4 and 5. Explore the composition of 6 and 7 Explore the composition of 8 and 9 Begin to explore the composition of 10 <p>Number Bonds to 10:</p> <ul style="list-style-type: none"> Explore number bonds to 10 using real objects Find how many more to make 10
Sum	<p>Count beyond 10:</p> <ul style="list-style-type: none"> Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure. Count beyond 10 using number tracks. Spot patterns in 2-digit numbers. <p>Link the number symbol (numeral) with its cardinal number value.</p> <ul style="list-style-type: none"> Recognise numerals 0-10. Accurately count sets of objects to 10. Match sets of objects or actions with the correct numeral. 	<p>Comparing numbers to 10:</p> <ul style="list-style-type: none"> Divide numbers into equal groups. Use 'the same' to describe identical sized groups. 	<p>Continue explore the composition of numbers to 10:</p> <ul style="list-style-type: none"> Partition and recombine sets. <p>Automatically recall number bonds:</p> <ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–5. Use visual models such as a 10's/ fingers frame to identify how many more to make numbers 0-10. Recall number bonds to 10.

Mathematics: Termly Milestones



Shape, Space and Measure

		Position and Direction	Measure	Pattern	Shape and Space
Reception	Aut		<ul style="list-style-type: none"> Compare and order objects according to their size. Use mathematical language to describe size <p>Compare length, weight, and capacity:</p> <ul style="list-style-type: none"> Compare length using appropriate mathematical vocabulary <p>Time and Sequencing:</p> <ul style="list-style-type: none"> Use time related vocabulary to talk about their day 	<ul style="list-style-type: none"> Copy, continue and create simple repeating patterns. Explore AB patterns in a range of contexts. 	<ul style="list-style-type: none"> Find 2D shapes within 3D shapes.
	Spr		<p>Compare length, weight, and capacity:</p> <ul style="list-style-type: none"> Compare mass using appropriate mathematical vocabulary. Compare the capacity of different containers. 	<ul style="list-style-type: none"> Talk about patterns in the environment. spatial reasoning skills. Copy and continue repeating patterns with varying rules (including AB, ABB and ABBC) 	<p>Rectangles and Squares:</p> <ul style="list-style-type: none"> Recognise shapes in everyday objects and the environment. Describe some properties of rectangles and squares <p>Shape and Spatial Reasoning:</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
	Sum		<p>Compare length, weight and capacity.</p> <ul style="list-style-type: none"> Use comparative language accurately. Make a reasonable estimate about capacity. Make a reasonable estimate about length of something. (non-standard units such as footsteps) 	<ul style="list-style-type: none"> Continue and create repeating patterns with varying rules (including AB, ABB and ABBC) 	<ul style="list-style-type: none"> Copy complex 2D pictures with 3D resources <p>Compose and decompose shapes</p> <ul style="list-style-type: none"> Investigate how shapes can be combined to make new shapes. Identify shapes within shapes. Predict what shapes they will make when paper is folded.



Understanding the World: Overview



	The Natural World	Past and Present	People, Culture and Communities
Rec	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Talk about members of their immediate family/community. • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that places are special to people in their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live.
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class/ • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



Understanding the World: Milestones



Natural World

	Environmental Science	Forces & Motion
Reception	<ul style="list-style-type: none">• Identify the differences in wildlife that we see and the weather patterns in spring and winter.• Identify a range of animals, including insects and spiders that live in habitats around the school. <p>Explore, make observations, and ask questions about the natural world, gaining a developing understanding of important processes and changes they observe.</p>	<ul style="list-style-type: none">• Describe what they see, hear and feel when exploring forces and materials.• Talk about changes they observe e.g. melting and freezing, cooking. <p>Use accurate vocabulary to describe the properties of materials and talk about forces they have experienced.</p>



Understanding the World: Milestones



Past and Present

	Family and Community	Change and Historical Importance
Reception	<ul style="list-style-type: none">• Talk about the occupations of people they live with.• Name and talk about their extended family.• Discuss different occupations of family members and people who are known to them.• Ask questions to find out more about different occupations. <p>Talk confidently about the lives of their immediate and extended family, and people who are important to them in their community.</p>	<ul style="list-style-type: none">• Comment on historical characters they see in books.• Distinguish between past and present when looking at photographs, objects and books.• Talk about similarities and difference between past and present when looking at photographs of their locality.• Use vocabulary such as now, then, before, after and a long time ago.• Compare images of a historical monarch (Queen Elizabeth I and/or Queen Victoria) and Queen Elizabeth II. <p>Compare characters, places and objects from the past, sharing similarities and differences that they notice.</p>



Understanding the World: Milestones



People, Culture and Communities

	Geography	Religion & Worldviews
Reception	<ul style="list-style-type: none">• Use geographical vocabulary, including beach, hill, forest, river, sea, village, town and city to describe environments.• Locate Kenya on a globe.• Understand that a map is a drawing from above.• Give and interpret locations and directions using prepositional and directional language like bigger, smaller, nearer, further [but not left and right].• Use simple picture maps and oblique aerial photographs (taken from diagonally above) to identify familiar features and use a basic set of symbols and key. <p>Talk about and compare their immediate environment and different environments they have been taught about, using some accurate geographical vocabulary.</p>	<ul style="list-style-type: none">• Talk about what they celebrate.• Comment on pictures of festivals celebrated by others.• Talk about similarities and differences between their experiences and those of others from different religious groups and cultures. <p>Develop positive attitudes to the similarities and differences between different religious and cultural communities in this country and join in shared celebrations.</p>



Expressive Arts & Design: Overview



Reception	<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively sharing ideas, resources and skills.• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups.
ELG	<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;• Share their creations, explaining the process they have used;• Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.



Expressive Arts & Design: Milestones



Art & Design

	Drawing and Painting	Media and Materials
Reception	<ul style="list-style-type: none">• Select colours appropriately for a task.• Know how to mix primary colours to make secondary colours.• Add white or black paint to alter tint or shade• Add detail to drawings and paintings.• Draw an object from careful observation talking about the features they have included. <p>Produce paintings and drawings that include detail and effective use of colour. Share their creations, talking about how they have created effects.</p>	<ul style="list-style-type: none">• Print or collage independently to create a pattern or image.• Make props to use in their role-play and small world play.• Combine different techniques to create a picture.• Evaluate and adapt their work.• Explain how they created something, talking about the materials and techniques they have used. <p>Confidently select and use variety of materials, tools and techniques independently, explain their choices, and evaluate their work.</p>



Expressive Arts & Design: Milestones



Music, Movement & Pretend Play

	Music and Movement	Pretend Play
Reception	<ul style="list-style-type: none">• Suggest a movement to match a piece of music.• Perform songs as part of a group.• Perform songs, music and dance in groups and on their own.• Move in time to music• Play an instrument along to a song,• Listen attentively, move to and talk about music they hear.• Watch and talk about dance, expressing their feelings and responses. <p>Sing a range of songs from memory, increasingly matching the pitch and following the melody. Create simple sequences on movement in response to movement.</p>	<ul style="list-style-type: none">• Retell parts of a familiar story using of puppets, toys, small-world or role-play.• Create their own small worlds.• Use experiences and stories to develop storylines.• Use imagination to develop own storylines.• Take on different roles in pretend play.• Take part in a simple role play 'acting out' of a known story.• Create more complex narratives in their pretend play, building on the contributions of their peers. <p>Use their imagination and draw on their experiences of narrative to create stories in their pretend play in collaboration with others.</p>



Overview of EYFS Medium Term Plans



Reception	
Autumn	Me and my World
	Standing Ovation
Spring	Castles, Knights and Dragons
	Spring in Our Step
Summer	Where We Live
	Science Detectives





PSED: Medium-Term Plans

	Self Regulation	Managing Self	Building Relationships
Reception	<p>My Heroes - Explore emotions through the book, <i>'The Colour Monster'</i> by Anna Llenas. <i>'Tough Guys Have Feeling too'</i> by Keith Negley. Identify possible feelings that our superheroes in our stories may have felt. When do they feel sad, scared, happy, excited?</p> <p>Where We Live - Listen to <i>'Ravi's Roar'</i> by Tom Percival. Discuss the emotions they feel and how to manage those emotions.</p> <p>Science Detectives - Set a simple goals for Y1. <i>'Ruby's Worry'</i> by Tom Percival. Make links to their own experiences.</p>	<p>Me and My World - <i>'Marvellous Me: Inside and Out.'</i> by Lisa Bullard. Describe self in positive terms. Engage in the sharing of books and discussion about healthy lifestyles.</p> <p>Castles, Knights and Dragons - Listen to stories that include brave and not so brave knights. Talk about what it means to be brave.</p> <p>Spring in Our Step - Listen to the story, <i>'The Empty Pot'</i> by Demi. Share when they have tried their best? Do you always succeed?</p> <p>Where We Live - <i>'The Selfish Crocodile'</i> by Faustin Charles. Talk about what changes the crocodile's behaviour. Discuss the need for rules.</p>	<p>A Standing Ovation - <i>'Eight Candles to Light (A Chanukah story)'</i>– Jonny Zucker. Play the dreidel game, taking turns to play. Circle time discussion about celebrations.</p> <p>Castles, Knights and Dragons - <i>'The Dragon and the Nibblesome Knight'</i> by Ella Woolard and Benji Davis. Circle time to talk about their special friend. What do they like to do together? Paired construction tasks.</p>
Y1	Schools' PHSE and Relationships Education, Relationships and Sex Education (RSE) and Health Education scheme of work.		



Physical Development: Medium-Term Plans



Gross Motor

	Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
Reception		<p>Where We Live Play group games that involve rolling, pushing and kicking balls.</p> <p>Science Detectives Play games in pairs and small groups that involve throwing and catching balls, aiming at targets, and using bats.</p>	<p>Me and My World - The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell</p> <p>My Heroes - Superhero movement.</p> <p>A Standing Ovation - Firework movement.</p> <p>Spring in Our Step - Beans game.</p>	<p>Castles, Knights and Dragons Use apparatus in different ways.</p>	<p>Me and My World Expectations are shared and agreed. Follow instructions as new routines are introduced.</p> <p>Castles, Knights and Dragons Build castles with large construction.</p>
Y1	<p>NC Year 1- Pupils should be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p>				



Physical Development: Medium-Term Plans



Fine Motor

	Using Mark Making Tools	Manipulating other Tools and Materials	Dressing
Reception	See writing opportunities in Literacy planning.	<p>My Heroes - Chop vegetables for vegetable soup. Hammer nails into vegetables.</p> <p>A Standing Ovation - Make Diya lamps. Make decorations.</p> <p>Castles, Knights and Dragons - Playdough dragons. Moving dragon eggs with tweezers. Decorate crowns.</p> <p>Spring in our step - Moving beans.</p> <p>Where We Live - Ping pong football.</p>	
Y1	<p>NC Year 1 Handwriting. Pupils should be taught to sit correctly at a table; hold a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>		



Art & Design: Medium-Term Plans



	Drawing and Painting	Media and Materials
Reception	<p>Me and My World - Detailed self-portrait using a choice of materials.</p> <p>Castles, Knights and Dragons - Textured dragon pictures.</p> <p>Spring in Our Step - <i>The Extraordinary Gardner</i> pictures. Colour mixing butterfly pictures. Observational drawings.</p>	<p>My Heroes Create their own superhero vegetable using printing and collage materials.</p> <p>Spring in Our Step - <i>The Extraordinary Gardner</i> pictures.</p> <p>Science Detectives - Skeleton collage. Fingerprint pictures based on <i>Tree</i> by Patricia Hegarty</p>
Year 1	See information in United Learning Art & Design Curriculum .	



Religion & Worldviews: Medium-Term Plans



Reception	<p>A Standing Ovation Diwali/ Hannukah/Eid/ Christmas Castles, Knights and Dragons Chinese New Year</p> <p>Where We Live Homes around the World</p> <p>Science Detectivities Handa's Surprise</p>
Year 1	See information in United Learning Religion & Worldviews Curriculum .



Music: Medium-Term Plans



Reception

A Standing Ovation

Match firework movements to classical music. Rama and Sita song. Christmas performance.

Castles, Knights and Dragons

Sing and perform nursery rhymes.

Science Detectives

Listen to a range of African music; traditional drumming, highlife and reggae.

Watch performances of African dance. Create sequences of movement.

Where We Live

Listen to and learn simple songs from different countries

