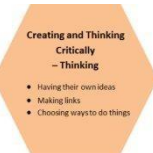


From Reception 'Development Matters' Statements and Reception aged Early Learning Goals.

Henley EYFS Curriculum Overview	Topic 1 Autumn 1 'Marvellous Me'	Topic 2 Autumn 2 'Celebrations'	Topic 3 Spring 1 'Traditional Tales'	Topic 4 Spring 2 'Opposites'	Topic 5 Summer 1 'Planet Earth'	Topic 6 Summer 2 'Out of this world'
Key Vocabulary	Human, lifespan, baby, toddler, child, teenager, adult, elderly, self-portrait, Halloween.	Nativity, Autumn, Henley, Pantomime, Hannukah, Christmas, advent, Guy Fawkes/Bonfire/Firework Night.	Traditional, modern, fairytale, castle, moat.	Climate, habitat, polar, arctic, Antarctic.	Earth, planet, oceans, continents, countries, cities, sustainable, recycle.	Space, planets, Milky Way, Galaxy, solar system, star, sun, moon, astronaut, spacesuit, rocket, habitable adaptive, determined and resilient.
Curriculum Threads, Characteristics of effective Learning (CoEL) and Learning Characteristics:	Comparison Chronology  	Chronology  	Community, Civilisation and Culture  	Comparison Cause and Consequence  	Community, Civilisation and Culture  	Comparison Cause and consequence  

Key Stage One Links	Geography: KS1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). For example, in their 'Japan', 'Polar Explorers' and 'Our World' Geography topic. Links to Music in KS1&2: Harvest Festival show Art and DT: KS1 use a variety of materials and join them in their 'Great Fire of London' topic where they create Medieval houses. Collage: Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. PSHE: Families and people who care. Health and Prevention, Basic First Aid	History: KS1: Describe significant historical events. Recognise that there are reasons why people in the past acted as they did. For example, in the 'Gunpowder Plot' History topic. Links to Music in KS1&2: Nativity show practise, Harvest Festival show. Composition to Represent the Festival of Colour (Theme: Holi Festival) Art and DT: Drawing: Draw lines of different sizes and thickness, Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.	History: KS1: Show an understanding of the Nation and the Nation's history. Ask questions such as: what was it like for people? What happened? How long ago? For example, in the History based 'Castles' topic. Links to Music in KS1&2: Class 2 – Kapow planning - Castles Topic. 'Greensleeves' in Year 3 and 4. Art and DT: Draw lines of different sizes and thickness, Colour (own work) neatly following the lines. Show pattern and texture by adding dots and	Geography: KS1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. For example, Geography in 'Our World' topic. Links to Music in KS1&2: Creating compositions in response to an animation-mountains. Art and DT: Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to	Geography: KS1: Name and locate the four countries and capital cities of the UK. Name and locate the world's seven continents and 5 oceans. For example, Geography in the 'Our World' and 'Polar Explorers' topic. Links to Music in KS1&2: South Africa (Instrumental Lessons). Changes in Pitch, Tempo and Dynamics (Theme: Rivers) Year 5/6: South and West Africa Art and DT: Use a combination of materials that are	KS1: 'Transport' topic where they will be looking at rockets briefly. Science: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Links to Music in KS1&2: Art and DT: Space art work in KS2. PSHE: Caring Friendships Respectful relationships.
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		PSHE: Respectful relationships RE: KS1: Hinduism. How do Hindus see God? Who helps Hindus learn how to live a good life? How do goodness win against badness? How are Hindu stories kept alive? How do Hindus pray? Christianity. How do Christians believe in God? What is God like? Who is Jesus? Why do Christians celebrate Easter? What is the Bible? What can you find inside a Church?	lines. Show different tones by using coloured pencils. PSHE: Mental Wellbeing Healthy Eating	colours to make tones. Create colour wheels. PSHE: Mental Wellbeing	cut, torn and glued. Sort and arrange materials. Mix materials to create texture. PSHE: Caring Friendships Respectful relationships	
Key Texts	We're going on a bear hunt Michael Rosen	The Enormous Turnip The Gruffalo	Billy Goats Gruff Three Little Pigs	What's the opposite of... - The Opposite of Sex	Bug Hotel Lost and found Oliver	Aliens love underpants

	Pattan Pumpkin Room on the Broom The Colour Monster The Colour Monster goes to School	What's in the witch's kitchen Not Now Bernard Pirate Pete Books by Sharratt	Goldilocks Jack and the Beanstalk The Gingerbread Man Hansel and Gretel	Hueys (Paperback) Non-Fiction Oliver Jeffers. The Naughty Bus Mrs Armitage on Wheels	Jeffers Poems about summer Tyrannosaurus Drip Harry and the bucket full of dinosaurs	Beegu Leaf - (Sustainability) Look inside Space Etc...to fill in. Space by Elias Padilla
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	The Hairy Toe	'Twas the Night Before	Zog by Julia Donaldson	Little Red Hen	The Very Hungry	Space Poem Pack –
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	Penguin by Duncan Dunbar Would you rather Burningham Sulwe- Halloween Ac poem Twinkl Emotions poem Support Emotions CGP Smile Song Kindness by Emma Moscone diversity and equality	Christmas poem – Twinkl Firework poems –across alliteration, onomatopoeia etc– Twinkl Firework Night by Enid Blyton - 1933 (Twinkl)	The Castle Ruins Castles Two Castles in Spain George and the Dragon by Christopher Wormell Acrostic poem about Castles- Twinkl Fairytale Castle by Judy Buehler Sandcastle of Peace Defend your Castle of stone Chinese New Year acrostic poems – Twinkl Castles by Jen Elvy	The Magic Pot Opposites by Breaze Openshaw Opposites by Claire Linda Opposites by Alison Horse ridge We are Opposites haw Linda ian	Caterpillar Super worm The Tiny Seed Mr Ben Zookeeper Dear Zoo The Tiger who came to tea. Bees similitude poem writing – Twinkl The Bee Poem by Emily Dickenson Busy Bee Poem Isaac Watts Don't step on me Vanessa Blackford The Last Bee by Ilston.	Twinkl Space Similitude Poem Template Space Poem by Margaret Simon No planet anymore by Joshua Seigal Deep space by Melissa Cutler ORDER THIS BOOK: Pocketful of Space Poems by John Foster Lost in Space
Memorable Moments/Exciting Events	Halloween 31st October	Nativity show	Winter walkseasonal observations	Spring observational walk	May Day World Bee Day	Pride

	Little City Educational Visit at school- arrange with Helmingham EYFS. Diwali 20th October Space Week 4th-10th October Visit from a nurse or 'People who help us'. Harvest Celebration at the church- singing songs and giving food donation.	Autumn observational walk round Henley. Pantomime Hannukah 14th to 22nd December Christmas 25th December Guy Fawkes/Bonfire/ Firework Night.	Valentine's Day 14th February Chinese New Year food tasting-set up a restaurant and watch some videos to learn about Chinese culture. World Book Day Visit to a castle- Framlingham. (Class 2 come too?) Castles, Knights and Dragon Songs – Twinkl Resource pack.	Easter Ramadan, Eid, Mother's Day, Global, Recycling Day. EAD-DT – Cooking (hot and cold cooking) textures, sweet and sour/ salty etc flavours. EAD-Music Opposites in music (loud/ quiet, fast/ slow etc) UTW-Science: float or sink experiments, herbivore or carnivore? Maths- adding and subtracting etc.	National Numeracy Day Educational visit library/farm/zoo Class observations of the weather in the local environment. Sound painting exhibition.	Summer observational walk Father's Day Insect Week 22nd-28th June Transition sessions (Nursery visits) British Summer-Solstice
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Big Questions	Who am I? Where do I live? Who can help me?	What is a celebration? What do I celebrate and how?	Who do we love? What is the emotion/feeling 'love'? How can we show it?	How can we help save the planet?	How do bees help the planet? What do they need to survive? What is Easter and how do people celebrate?	What will KS1 be like? How can we do our best in Key Stage One? What will be different and the same?
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Key focus for enhanced provision	Pictures of different people and families, vocabulary. Build their own houses using lolly sticks for display. Make paper dolls/decorate peg dolls. Pumpkin fine motor tasks- use golf putts, hammers, screws to dig into the pumpkin and scoop out the seeds. Could plant the seeds. Giant spider web tuff tray for Halloween, use masking tape and then tweezers to collect insects stuck in the tuff tray web.	Nativity set – order this. Hannukka items Firework fine motor mark making Firework painting/pastel pictures. Christmas ‘snow’ (shaving foam) snowflake mark making, grapheme writing and numeral writing using brushes/fingers.	Valentines hearts Writing letters for loved ones- sentence stems provided. Valentines mark making, drawing love hearts, graphemes, numerals in red glitter trays etc,	Mother’s Day writing cards- sentence stems provided. Junk modelling Easter eggs, chick and bunny masks, spring flowers, numbers.	Lifecycle of bees. Number sentences up to 10 for Numeracy Day, calculators out.	Father’s Day letter writing- sentence stems provided. Garden centre style tuff tray- wellies, seeds and bulbs, magnifying glasses. Wildlife. Make bird feeders using lard or coconut, seeds, on pinecones and hang up in outdoor area. Grow seeds like cress for UTW Science. Watch butterflies grow from eggs-lifecycle Or incubate chickens.

Communication and Language (C&L)

Listening, Attention and Understanding	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Enjoy listening to longer stories and can remember much of what happens.	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.	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
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Speaking	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and	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	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, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and
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				their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	their teacher and peers.	future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development						

Self- regulation	Select and use activities and resources, with help when needed.	Develop their sense of responsibility and membership of a community.	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	Give focused attention to what the teacher says, responding appropriately even when engaged in activity.	Show an ability to follow instructions involving several ideas or actions.
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				impulses when appropriate.		
Managing Self	Increasingly follow rules, understanding why they are important.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Remember rules without needing an adult to remind them.	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.	Explain the reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships	Become more outgoing with unfamiliar people, in the safe context of their setting.	Show more confidence in new social situations	Play with one or more other children, extending and elaborating play ideas.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Develop appropriate ways of being assertive.	Work and play cooperatively and take turns with others.
					Talk with others to solve conflicts.	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Physical Development (PD)- Fine motor skills and gross motor skills are assessed regularly and enhancements/provisions provided throughout the week.						

Gross Motor Skills	Gross (Ball Skills)	Gross (Dance and Gymnastics)	Gross (Invasion Games)	Gross motor skills:	Gross (Sports Day practice)	Gross motor skills:
	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.	Jumps off an object and lands appropriately using hands, arms and body to stabilize and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiments with different ways of moving, testing out ideas and adapting . Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk . Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk	Jumps off an object and lands appropriately using hands, arms and body to stabilize and balance. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk

		Travels with confidence and skill around, under, over and through balancing and climbing equipment				
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Fine Motor Skills	Pre-writing such as shapes like circles, lines, crosses. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Copy complex geometric shapes like squares and triangles. Putting coats on and doing up zips.	Use a variety of tools to expand markmaking opportunities.	Use a range of small tools, including scissors, paintbrushes and cutlery.	Begin to show accuracy and care when drawing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
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Literacy- See Drawing Club plans/Talk for Writing plans for ideas.						
Comprehension	Understand the five key concepts about print- print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	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. 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.	Understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.	Consolidate- Understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Introduce VIPER skills, verbal class discussions, roleplay, colouring ready for KS1.

Word Reading: Little Wandle Phonics Scheme.	S,a,t,p,i,n,m,d,g,o,c,k,ck, e, u, r, h, b, f, l. Tricky words: is, l, the	Phase 2 graphemes and digraphs: ff, ll, ss, j, v, w, x, y, z, zz, qu. Words with s added at the end like sits and hats, ch, sh. Th, ng, nk. Tricky words: put, pull, full, a, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.	Ai, ee, igh, oa, oo, oo,ar,or,ur,ow,oi, ear,air,er. Words with double letters (consonants) e.g. dd, mm, tt, bb, pp, ff. Longer words. Tricky words: was, you, they, my, by, all, are, sure, pure.	Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, er air Secure spelling words with double letters, longer words, words with two or more digraphs, longer words, words ending in –ing, compound words, longer words, words with s in the middle /z/ s, words ending – s, words with – es at end /z/.	Phase 4: short vowels CCVCC CCCVC CCCV, longer words, compound words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today. Tricky words: said so have like some come love do were here little says there when what one.	Phase 4 graphemes. Long vowel sounds CVCC CCVC Review all taught so far. Long vowel sounds CCVC CCCVC CCV CCVCC Secure spelling, words ending –s /s/, Phase 4 words ending –s /z/, words ending –es longer words, root word ending in:– ing, –ed /t/, –ed /id/ /ed/, –ed /d/. Words ending in: –s /s/, –s /z/, –es, longer words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic
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						knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Writing	Practise lots of fine motor activities in enhanced provision. See above. Practise tripod pencil grip ready for letter writing linked to Phonics scheme progression, scissor holding. Check Phonics scheme plans for when to start early letter formation.	Begin to form letters with some accuracy. Use pencils with grips if needed, lefthanded pencils available. Start to write CVC words and name. Use sound mats and support from staff with sizing. 	Develop a more stable and functional pencil grip. Start to write CVCC words and phrases independently. Maintains directionality (left→right, top→bottom). 	Demonstrate improved control over size, spacing, and direction of marks. Continue to practise fine motor skills and writing with line guides, continual pattern revision, writing frames.	Developing handwriting fluency. Self-correct when noticing mistakes in writing graphemes. Write a simple sentence with finger spaces, capital letters and full stops.	Children will practise sitting at desks and practise writing at tables with correct posture. 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
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				Write some polysyllabic words. Write basic sentences using Phonics knowledge.		sentences that can be read by others
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Mathematics:

Daily routine - Days, date, weather, months, seasons, birth days, special occasions. Counting children attending in mornings and afternoons, verbally say 'made of 1 ten and 5 ones' for example each time. Timetables e.g. afternoon and morning vocabulary.

See LTP's/daily plans. See White Rose Maths for planning activities too. Reception level Development Matters

We will refer to Development Matters 3 to 4 year olds where necessary.

Matches White Rose Maths

Incorporate these into 'Learning Play time' throughout enhanced provision too.

Consolidate and in

Mathematics	Subitise number to 5 Compare length, weight and capacity. Continue, copy and create repeating patterns.	Automatically recall number bonds for numbers 0–5 and some to 10.	Automatically recall number bonds for numbers 0–5 and some to 10. Explore the	Automatically recall number bonds for numbers 0–5 and some to 10.	Automatically recall number bonds for numbers 0–5 and some to 10.	Automatically recall number bonds for numbers 0–5 and some to 10.
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	Automatically recall number bonds for numbers 0–3 and some to 10. Understand the ‘one more than/one less than’ relationship between consecutive numbers.	Understand the ‘one more than/one less than’ relationship between consecutive numbers. Subitise number to 5 Count objects, actions and sounds to 5 Continue, copy and create repeating patterns. Link the number symbol (numeral) with its cardinal number value up to 5.	composition of numbers to 10. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Compare numbers	Understand the ‘one more than/one less than’ relationship between consecutive numbers. Subitise numbers beyond 5.	Explore the composition of numbers to 10. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Count beyond ten. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Understand the ‘one more than/one less than’ relationship between consecutive numbers. Count objects, actions and sounds to 10 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Link the number symbol (numeral) with its cardinal number value up to 10.
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Numerical Patterns	Identify and name 2d shapes					
Understanding the World (UTW)- See LTP's and cover pages on One Drive for examples of planning.						

Past and Present (History).	Begin to make sense of their own life-story and family's history.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Talk about the lives of the people around them and their roles in society.	Talk about the lives of the people around them and their roles in society. Comparing modern day professionals to those of the past.	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. E.g 1969 moon landing and the recent 2026 mission.
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People, Culture and Communities (RE, Geography).	Show interest in different occupations.	Continue developing positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	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.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
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The Natural World (Science).	Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.	Explore collections of materials with similar and/or different properties. Use all their senses in hands-on exploration of natural materials. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explore how things work. Talk about the differences between materials and changes they notice.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Begin to understand the need to respect and care for the natural environment and all living things. 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.
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Expressive Arts and Design (EAD) - See LTP on One Drive for topic based examples						
Creating with Materials (Art, DT).	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc	Explore colour and colourmixing.	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.

Being Imaginative and Expressive (Art, DT, Music, roleplay etc).	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.	Play instruments with increasing control to express their feelings and ideas. 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.
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Assessments:	Baseline Government and teacher assessment – submit online. Data drop onto Arbor teacher assessment (may be different to baseline results). Wellcomm Assessment and Phonological Awareness assessments. Send SENDCO results and start carrying out interventions as appropriate.	Ongoing assessment each half term for Phonics. Regularly review abilities when planning and adapt to the needs of children.	Ongoing assessment each half term for Phonics. Wellcomm Assessment and Phonological Awareness assessments Data drop onto Arbor teacher assessment Regularly review abilities when planning	Ongoing assessment each half term for Phonics. Regularly review abilities when planning and adapt to the needs of children.	Ongoing assessment each half term for Phonics. Regularly review abilities when planning and adapt to the needs of children.	Ongoing assessment each half term for Phonics. Wellcomm Assessment and Phonological Awareness assessments Data drop onto Arbor teacher assessment Regularly review abilities when planning
	Regularly review abilities when planning and adapt to the needs of children.		and adapt to the needs of children.			and adapt to the needs of children.

Computing:

Class 1: Reception (EYFS) - Annual Program

NC Target / Term	Pupil "I Can" Statements	Greater Depth I Can	Resources	Lesson plan outline (5 weeks)
UW: Technology Winter HT1	1. I can use an iPad to take a photo. 2. I can find the camera app.	I can explain why a device needs power.	iPads	Wk 1-2: iPad basics & power. Wk 3-4: Photo scavenger hunt. Wk 5: Capturing classroom objects.
UW: Logic & Sequencing Winter HT2	1. I can make a toy move with buttons. 2. I can press a 'clear' button.	I can predict a 3-step robot path.	BeeBots	Wk 1-2: Directional buttons. Wk 3-4: Path navigation to targets. Wk 5: Predicting robot moves.
UW: Communication Spring HT3	1. I can record my voice. 2. I can play a sound back.	I can tell a story with digital sounds.	iPads	Wk 1-2: Sound recording apps. Wk 3-4: Capturing audio effects. Wk 5: Sharing digital audio stories.
UW: The Wider World Spring HT4	1. I can name types of tech. 2. I can spot a sensor in school.	I can explain what an auto-light does.	Walk / iPads	Wk 1-2: Finding sensors & smart tech around school. Wk 3-4: Tech hunt. Wk 5: Identifying automatic systems.
UW: Personal/Safety Summer HT5	1. I can ask an adult first. 2. I can identify private info.	I can explain why permission matters.	Internet	Wk 1-2: Safety rules. Wk 3-4: Sorting personal vs public info. Wk 5: Asking permission roleplay.
UW: Creative Express. Summer HT6	1. I can draw on a screen. 2. I can change brush colours.	I can compare digital vs real brushes.	iPads	Wk 1-2: Digital brushes & tools. Wk 3-4: Creative painting. Wk 5: Exhibiting and printing digital art.