



Community Infant School
Annual Knowledge Overview
Year : Reception 2025.26

Topics	Autumn 1 – 8 weeks Super Me!	Autumn 2 – 7 weeks Light and dark	Spring 1 – 6 weeks Wonderful World	Spring 2 – 5 weeks Growing	Summer 1 – 6 weeks Mini beasts	Summer 2 – 7 weeks Summer
Enrichment	Colour Monster – Feelings Super Me – Super Milly Autumn Diwali Celebrations – Birthdays	Traditional Tales Road safety People who help us Christmas	Asia Lunar New Year – The magic paintbrush Space Winter	Space Materials (Izzy Gizmo) Recycling spring/Growing Easter	Spring/Growing Pond life Minibeasts	Minibeasts Summer Islands/sea creatures Maps
Key Events	Super hero day Autumn walk	Nativity Rosie tells tales workshop Be bright be seen day	Feeling Good week Safer Internet Day Winter walk Space Dome – (7 th Feb)	Spring walk Grow a plant World Book Day		School trip – Nower wood
Communication and language Communication and Grow Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions.	Listening, Attention and Understanding <ul style="list-style-type: none"> Children will be able to understand how to listen carefully and know why it is important. Children will respond to instructions with more elements. Speaking <ul style="list-style-type: none"> Children will talk in front of small groups and their teacher offering their own ideas. Children will develop social phrases Face the listener when speaking 	Listening, Attention and Understanding <ul style="list-style-type: none"> Children will begin to understand how and why questions. Children will listen carefully to rhymes and songs. Speaking <ul style="list-style-type: none"> Children will use new vocabulary throughout the day. Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use actions to support storytelling and explanations Use talk to plan or test ideas with others 	Listening, Attention and Understanding <ul style="list-style-type: none"> Children will learn to ask questions to find out more. Children will listen to others and respond to their ideas. Speaking <ul style="list-style-type: none"> Children will talk in sentences using conjunctions to link their thoughts, e.g., and, because Speak clearly in longer sentences so others can understand Children will make comments about what they have heard and ask questions to clarify their understanding Maintain eye contact with a partner or small group when speaking Learn and use new topic or story words in context. Work with a partner using talk frames (“I think...”, “You could...”) 	Listening, Attention and Understanding <ul style="list-style-type: none"> Children will retell a story and follow a story without pictures or props. Children will begin to understand a question such as who, what, where, when, why and how. Speaking <ul style="list-style-type: none"> Children will engage in non-fiction books and to use new vocabulary in different contexts. Children will 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 Link new experiences to things they already know Begin to choose words to describe 	Listening, Attention and Understanding <ul style="list-style-type: none"> Offer explanations for why things might happen. Children will be able to understand a question such as who, what, where, when, why and how. Speaking <ul style="list-style-type: none"> Children will use talk to describe events in some detail. Children will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Begin to modulate voice for characters, excitement or emotion Begin to show empathy (e.g., responding kindly, recognising feelings) 	Listening, Attention and Understanding <ul style="list-style-type: none"> Children will be able to have conversations with adults and peers with back-and-forth exchanges. Children will listen attentively and respond to what they hear with relevant questions, comments and actions. Speaking <ul style="list-style-type: none"> Children will use talk in sentences using a range of tenses. Children will retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through Mindfulness,	Self-Regulation <ul style="list-style-type: none"> Children will be able to follow one step instructions. Children will begin to recognise different emotions, moderate their own feelings and begin to think about the perspectives of others. Children will focus during short whole class activities. 	Self-Regulation <ul style="list-style-type: none"> Children will talk about how they are feeling and consider others feelings. Managing Self <ul style="list-style-type: none"> Children will understand the need to have rules. Children will know and talk about factors that support their overall health and wellbeing; regular 	<ul style="list-style-type: none"> Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Children will know and talk about factors that support their 	Self-Regulation <ul style="list-style-type: none"> Children will begin to identify and moderate their own feelings socially and emotionally. Managing Self <ul style="list-style-type: none"> Children will develop independence when dressing and undressing. Children will know and talk about factors that support their 	Self-Regulation <ul style="list-style-type: none"> Children will control their emotions using a range of techniques. Managing Self <ul style="list-style-type: none"> Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships	Self-Regulation <ul style="list-style-type: none"> Children will be able to follow instructions of three steps or more. Managing Self <ul style="list-style-type: none"> Children will show a ‘can do’ attitude. Children will understand the importance of healthy food choices.

<p>circle times, social stories, ELSA support, diversity stories and Jigsaw lessons</p>	<p>Managing Self</p> <ul style="list-style-type: none"> Children will learn to wash their hands independently. <p>Building Relationships</p> <ul style="list-style-type: none"> Children will seek support from adults and gain confidence to speak to peers and adults. <p>Jigsaw: I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I can work together and consider other people's feelings. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means.</p>	<p>physical activity and having good sleep routine. (Jigsaw 2)</p> <p>Building Relationships</p> <ul style="list-style-type: none"> Children will begin to develop friendships. <p>Jigsaw: I can identify something I am good at and understand that everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>wellbeing; healthy eating and teeth brushing.</p> <ul style="list-style-type: none"> Building Relationships Children will be able to use taught strategies to support in turn taking. <p>Jigsaw: I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the jobs I might like to do when I am older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>wellbeing; sensible amounts of screen time, sleep routine, being a safe pedestrian.</p> <p>Building Relationships</p> <ul style="list-style-type: none"> Children will listen to the ideas of other children and agree on a solution and compromise. <p>Jigsaw: I understand that I need to exercise to keep my body healthy I know which foods are healthy and not so healthy and can make healthy eating choices. I know what the word 'healthy' means and that some foods are healthier than others. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<ul style="list-style-type: none"> Children will learn to work as a group. <p>Jigsaw: I can identify some of the jobs I do in my family. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me Time to manage my feelings. I know how to be a good friend.</p>	<p>Building Relationships</p> <ul style="list-style-type: none"> Children will have the confidence to communicate with adults around the school. <p>Jigsaw: I can name parts of the body. I can tell you some of the things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception.</p>
<p>Physical Development Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco and gymnastics /Dance and games lessons</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> Children will learn to move safely in a space. Children will develop large motor skills- sweeping, large painting outdoors, dancing <p>Fine Motor</p> <ul style="list-style-type: none"> Children will manipulate a range of tools and equipment in one hand- playdoh, threading. Children will show a preference for a dominant hand. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Children will explore different ways to travel using equipment. Children will confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group. Children will develop large motor skills- sweeping, large painting outdoors, dancing <p>Fine Motor</p> <ul style="list-style-type: none"> Children will begin to use a tripod grip when using mark making tools. Children will accurately draw lines, circles and shapes to draw pictures. Children will handle scissors, pencil and glue effectively. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency Children will balance on a variety of equipment and climb. <p>Fine Motor</p> <ul style="list-style-type: none"> Children will begin to use cutlery appropriately. Children will begin to use a tripod grip when using mark making tools. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Children will jump and land safely from a height. <p>Fine Motor</p> <ul style="list-style-type: none"> Children will hold scissors correctly and cut out small shapes. Children will use a pencil, holding it effectively to form recognisable letters. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Children will be able to control a ball in different ways. Children will move safely with confidence and imagination, communicating ideas through movement. <p>Fine Motor</p> <ul style="list-style-type: none"> Children will begin to develop the foundations of a handwriting style. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Children will further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming <p>Fine Motor</p> <ul style="list-style-type: none"> Children will show accuracy and care when drawing. Children will develop the foundations of a handwriting style. Children will form letters correctly using a tripod grip.
<p>Little Wandle Phonics</p>	<p>Week 3 s a t p Week 4 i n m d Week 5 g o c k Week 6 c k e u r Week 7 h b f l Week 8 : Assessment</p>	<p>Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) Week 6: Assessment</p>	<p>Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure Week 5 longer words Week 6 Assessment</p>	<p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in</p>	<p>Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today</p>	<p>Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p>

				the middle /z/ s words ending –s words with –es at end /z/ Week 6 Assessment		Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words Assessment week 1 and 7
Grammar	<ul style="list-style-type: none"> Write their own name Know that words are ordered from left to right 	<ul style="list-style-type: none"> Use a capital letter at the start of their own name <p>Vocabulary</p> <ul style="list-style-type: none"> Emotions Body parts Light/dark Seasonal words 	<ul style="list-style-type: none"> Combining words to make a sentence Use a capital letter to begin a sentence 	<ul style="list-style-type: none"> Combining words to make a sentence Use a capital letter to begin a sentence Use a full stop at the end of a sentence <p>Vocabulary</p> <ul style="list-style-type: none"> Materials, forces, planets Plants, roots, stem, lifecycle Culture vocabulary (Asia, festival, tradition) 	<ul style="list-style-type: none"> Capital Letters and full stops Write a simple sentence that can be read by themselves or others 	<ul style="list-style-type: none"> Write a simple sentence that can be read by themselves or others Capital Letters and full stops <p>Vocabulary</p> <ul style="list-style-type: none"> Habitat, minibeast, predator/prey Map, coastline, island Weather vocabulary (temperature, sun, summer)
Handwriting	<ul style="list-style-type: none"> Building the gross and fine motor skills needed for handwriting through structured games and activities Building the spatial awareness, visual and motor memory skills needed through non-pencil and pencil activities Supporting the children through the developmental pencil grip stages; including hand dominance identification Developing the children's ability to correctly push and pull the pencil to be able to form letters correctly, firstly through pre-handwriting patterns and then single letter formation 	<p>Unit 1: Practising patterns • Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) • Up curves, Down curves, Mixed-height curves, Letter C (Week 2) • Spirals, Crosses, Turrets, Diagonals (Week 3) • Zig-zags, Sideways V, Letter X, Triangles (Week 4)</p>	<p>Unit 2: Curly letter family • c, a, d (Week 5) • g, o, q (Week 6) • e, s, f (Week 7) Unit 3: Long letter family • l, i, t (Week 8) • j, u, y (Week 9) Unit 4: Bouncy letter family • m, n, r (Week 10) • b, p, h (Week 11) Unit 5: Zig-zag letter family • v, w, x (Week 12)</p>	<p>Unit 2: Curly letter family • c, a, d (Week 5) • g, o, q (Week 6) • e, s, f (Week 7) Unit 3: Long letter family • l, i, t (Week 8) • j, u, y (Week 9) Unit 4: Bouncy letter family • m, n, r (Week 10) • b, p, h (Week 11) Unit 5: Zig-zag letter family • v, w, x (Week 12)</p>	<p>Cc, Aa, Dd (Week 15) • Gg, Oo, Qq (Week 16) • Ee, Ss, Ff (Week 17) • Ll, Ii, Tt (Week 18) • Jj, Uu, Yy (Week 19) Assess and review week (Week 20 – before or after half-term) • Mm, Nn, Rr (Week 21) • Bb, Pp, Hh (Week 22) • Vv, Ww, Xx (Week 23) • Zz, Kk (Week 24)</p>	<p>Cc, Aa, Dd (Week 15) • Gg, Oo, Qq (Week 16) • Ee, Ss, Ff (Week 17) • Ll, Ii, Tt (Week 18) • Jj, Uu, Yy (Week 19) Assess and review week (Week 20 – before or after half-term) • Mm, Nn, Rr (Week 21) • Bb, Pp, Hh (Week 22) • Vv, Ww, Xx (Week 23) • Zz, Kk (Week 24)</p> <p>Numbers 0-9</p>
Literacy Tree/Writing purpose	To give meanings to the marks they make.	To form letters correctly. Phase 2 phonics (s a t p → h b f l).	To write words representing the sounds with a letter/letters. To write labels/phrases representing the sounds with a letter/letters.	To write labels/phrases representing the sounds with a letter/letters.	To write words which are spelt phonetically. To write labels/phrases representing the sounds with a letter/letters.	To write simple phrases and sentences using recognisable letters and sounds. Apply phonics to longer words.

	Develop vocabulary through stories and rhymes. Early mark-making → writing initial sounds.		Phase 3 phonics. Sequence stories; discuss characters and settings. Write labels, captions, simple sentences with support.		Retell stories from memory. Write sentences with capital letters, finger spaces, full stops (with support). Increase stamina in writing.	
	Purpose: Within the provision- role play- signs/ posters Labels Stories Patterns Pictures	Purpose: Oral retelling stories Action/counting poems Lists and signs oral simple explanations/instructions speech bubbles Story map	Purpose: Oral retelling stories Speech/thought bubbles Captions Labels Lists	Purpose: Oral retelling stories Simple instructions Captions poster	Purpose: Oral retelling stories Flip flap book/sentences Letter Story map	Purpose: Oral retelling stories Story map Posters
	Texts: Super Millie	Texts: Traditional tales	Texts: The Magic Paintbrush	Texts: Izzy Gizmo	Texts: Oi Frog	Texts: Non-Fiction Summer
Whole Class Reading	Comprehension Children will independently look at a book, hold it the correct way and turn pages. <i>Introduce the children to the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</i> Word Reading Children will read individual letters by saying the sounds for them.	Comprehension Children will engage and enjoy an increasing range of books. Children will learn new vocabulary related to the book <i>Introduce the children to the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</i> Word Reading Children will decode and blend sounds together to read words. Children will begin to read captions and short sentences.	Comprehension Children will act out stories using recently introduced vocabulary. Children will learn new vocabulary related to the book Children be able to make a prediction about the text. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Children will read captions and short sentences.	Comprehension Children will be able to talk about the characters in the books they are reading. Children will learn new vocabulary related to the book Word Reading Children will read words containing tricky words and digraphs. Children will begin to read longer captions and sentences.	Comprehension Children will retell a story using vocabulary influenced by their book. Children be able to make a prediction about the text. Children will learn new vocabulary related to the book Word Reading Children will read longer sentences containing phase 4 words and tricky words.	Comprehension Children will be able to answer questions about what they have read. Children will be able to infer information about the text/character etc. Word Reading Children will read books matched to their phonics ability.
	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. 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 are consistent with their phonic knowledge, including some common exception words. 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.					
Maths Maths Mastery	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1's Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets-'just by looking' Use the language of comparison; more than and fewer than Recognising and naming 2D shapes- identifying the number of sides each shape has and number of corners. Wk1-home visits	Focus on counting skills Focus on the 'fiveness' of five' using one hand and the die pattern for 5. Comparison of sets-by matching Use the language of comparison; more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10. Verbal counting beyond 20. Comparing the height and length of objects.	Subitise within 5 focusing on die patterns Match numerals to quantities within 5. Counting- focus on ordinality and the staircase pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as 'five and a bit' Compare sets and use language of comparison' more than, fewer than,, an equal number to Make unequal sets equal Copying and creating simple patterns.	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of 'less than' Focus on 7 Doubles-explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes- odds an evens Developing language of position and direction; in, on, under, up, down, across, in front of, behind, forwards, backwards	Counting larger sets and things that cannot be seen Subitising to 6- including in structured arrangements Composition- 5 and a bit Composition of 10 Comparison linked to ordinality Play track games Copy and continue repeating patterns and identify patterns within the environment. Wk 1-composition (wk18MN)	Subitise to 5 Introduce rekenrek Explore using rekenrek to make numbers to 5 Review of automatic recall of number bonds to 5 Review of composition of numbers to 10 Review of comparing numbers Review of counting to 10 and verbally counting beyond 20 Review of number patterns Begin to use time to sequence events (link to life cycles); before, after, next

	<p>Wk 2-reviewing counting skills and number recognition Wk 3- baseline plus counting songs Wk 4- baseline plus 2D shape songs Wk 5-subitising to 3 Wk 6-counting, cardinality and ordinality Wk 7-composition within 3 and 4 Wk 8-subitising to 4</p>	<p>Recognising and naming 3D shapes and talking about some of their properties; faces, curvedness, can stack, roll, corners. Comparing and ordering the capacity of different containers. Using language; full, empty, half full, nearly empty To sequence our day at school/morning routine. To understand that we have night and day.</p> <p>Wk1- 3d shape/comparing height, length and capacity Wk2- comparison (more than) Wk3- counting, ordinality and cardinality- to 5 Wk 4-comparison of amounts to 5 Wk 5-composition- recognising that a whole is made up of parts Wk 6- day and night, sequencing of events Wk 7- recapping 2D and 3d shapes through song</p> <ul style="list-style-type: none"> • Matching, sorting, comparing quantities. • Subitising to 3. • Composition of 0–5. • Simple AB patterns. 	<p>Drawing simple patterns and spotting errors.</p> <p>Wk 1-counting, ordinality and cardinality Wk2- patterns Wk3-subitising Wk 4- counting, ordinality and cardinality Wk 5-composition Wk 6- composition</p>	<p>2D and 3D shapes within the environment Recognise 2D shapes within 3D shapes Compare mass.</p> <p>Wk1- comparison Wk2- counting, ordinality and cardinality Wk3- comparison (wk 17 MN) Wk4- 2D and 3D shapes Wk5- comparing mass</p> <ul style="list-style-type: none"> • Numbers 6–10: composition, comparison. • Combining groups. • Early addition & subtraction language. • 2D shape properties. • Measures: length, height, time sequences. 	<p>Wk 2-composition (wk19MN) Wk 3-composition (wk20MN) Wk 4-repeating patterns Wk5- cardinality, ordinality and counting (wk21MN)</p>	<p>Wk1-subitising (wk22MN) Wk2- composition (wk23MN) Wk3-sequencing Wk4-composition (wk24MN) Wk5-comparison (wk25MN) Wk6- Review Wk7-review</p> <ul style="list-style-type: none"> • Numbers to 20 (counting, ordering, comparing). • Odd/even beginnings. • Problem-solving using real contexts. • 3D shapes and spatial reasoning. • Secure patterning.
<u>UW</u> <u>Science</u>	<p>To recognise changes outside in Autumn.</p>	<p>To recognise different types of weather. To explore ways to make objects move To explore how light makes shadows</p> <ul style="list-style-type: none"> • Explore own history/identity (“Super Me”). • Light and dark (science). • Seasonal change – Autumn/Winter. • Celebrations (Diwali, Christmas). 	<p>To recognise how animals prepare for winter. To explore freezing and melting To explore different sounds</p>	<p>To recognise changes outside in spring To identify and name plants and name plant parts Explore what helps seeds to grow To recognise ways to look after the planet</p> <ul style="list-style-type: none"> • Space (materials, gravity in simple terms). • Growing plants (lifecycles). • Spring seasonal change. 	<p>Investigate the mixture needed to make sandcastles To find and describe a minibeast To sort objects into living and non living</p>	<p>To recognise changes outside in summer To explore whether objects float or sink To sort animals based on where they live</p> <ul style="list-style-type: none"> • Minibeasts (classification, habitats). • Pond life. • Summer seasonal change. • Oceans, islands, simple maps and geographical features.
<u>UW</u> <u>History</u>	<p>To be able to talk about myself and members of my immediate family. To know what some of the British values are and to start being able to talk about them.</p>	<p>To know what some of the British values are and to start being able to talk about them. To listen to various stories about different cultures and to begin to make</p>	<p>To know that some things are older than others. To make observations of familiar objects and be able to recognise that some things are old and some things are new.</p>	<p>To know about my own life story and how I have changed.</p>	<p>To know about significant figures in my own life, for example grandparents To find answers to some simple questions about the past from different sources-books, artefacts and technology</p>	<p>To be able to talk about images of familiar situations/people/places/items.</p>

	<p>To listen to various stories about different cultures and to begin to make connections between different lives, cultures and experiences.</p> <p>To remember and talk about significant events in their own experiences.</p>	<p>connections between different lives, cultures and experiences.</p> <p>To begin to identify similarities and differences between now and then.</p> <p>To be able to talk about the lives of people around me and my community.</p> <p>To understand the lives and roles of different people in society e.g. police, firefighters</p>	<p>To ask questions about the past and understand why asking questions is important.</p>		<p>To remember and talk about significant events in their own experiences, understanding there are similarities and differences and connections.</p>	
<u>UW</u> <u>Geography</u>	<p>To explore natural objects using the senses.</p> <p>To explore and make observations of the world around them.</p> <p>To describe a journey using found objects as prompts. (autumn walk)</p>	<p>To describe the different effects of different weather conditions.</p> <p>To find and name familiar features on maps (link to tradition tales)</p>	<p>To compare features in the local environment to other places around the world</p> <p>To compare different landscapes around the world</p> <p>To recognise the difference between city and countryside environments.</p> <p>To explore and understand live in a cold place, comparing it with our own lives.</p>	<p>To use the senses to observe and talk about experiences outside</p> <p>To begin to notice some of the features of the changing seasons</p>	<p>To begin to recognise seasonal weather conditions.</p> <p>To build and describe a model of a familiar place.</p>	<p>To understand the characteristics of desert environments including climate and landscapes</p> <p>To consider shapes and positions of features when making a map</p> <p>To apply their knowledge of maps to make their own</p> <p>To explore a range of maps.</p>
<u>UW</u> <u>Computing</u>	<p>Know how to operate a technological device e.g. camera, CD player.</p> <p>Know that a computer/CD player/ Camera/tablet can be given instructions e.g. when I click on X then Y will happen.</p> <p>Use a simple computer programme to play a game (Children learn to use a variety of interactive games on the whiteboard by clicking and dragging or selecting the correct number)</p> <p>Know that there are rules that help keep us safe and healthy in and beyond the home when using technology.</p>	<p>Understand how they might use technology to communicate with people I know (e.g. phone/facetime)</p> <p>Understand what is meant by 'personal information'.</p> <p>Identify some simple examples of personal information e.g. name, address and birthday.</p> <p>Take photos of their work using the class camera.</p> <p>Use a simple computer programme to play a game (Children learn to use a variety of interactive games on the whiteboard by clicking and dragging or selecting the correct number)</p>	<p>Understand that 'online' refers to use of technology on the internet.</p> <p>Recognise the people they can trust and can share personal information with e.g. parent, teacher SAFER INTERNET DAY ASSEMBLY & DISCUSSION 2025</p> <p>Know that there are ways to use technology to find out information.</p>	<p>Take a photo of their own work (turn on camera and press button to take photo)</p> <p>Use a mouse/touch screen to drag or move objects in order to play a game</p> <p>Begin to verbally compose a set of basic instructions to move a device e.g. beebot.</p>	<p>Recognise that they can say 'no'/'please stop'/'I'll tell' to somebody who asks me to do something that makes me feel sad, embarrassed or upset in real life or online</p> <p>Recognise/describe some ways that some people can be unkind online and recognise how this makes others feel.</p> <p>Give simple instructions to a computer or electronic device to make it work e.g. click the mouse to move something on the screen.</p> <p>Select and use a range of technology including online games, digital toys and devices</p>	<p>Know that work they create belongs to them.</p> <p>Name their work so that others know it belongs to them.</p> <p>Give simple instructions to a computer or electronic device to make it work e.g. click the mouse to move something on the screen.</p> <p>Select and use a range of technology including online games, digital toys and devices</p>
<u>UW</u> <u>RE</u>	<p>To know that everyone is unique</p> <p>To know that different people believe and celebrate different things</p>	<p>To know each person has a 'birth-day' and this is celebrated on the day they are born.</p> <p>To know that celebrations are joyful times</p> <p>To know that Christians celebrate special festivals e.g. Harvest, Christmas Easter</p> <p>To understand that different people have different religions have different</p>	<p>To know that some people have places that are special to them</p> <p>To know there are special buildings where some people got to think and learn about God</p> <p>To know some people feel close to God anywhere or in their own special places</p>	<p>To know people can have favourite stories</p> <p>To know, through stories, people share values and ideas about how people live</p> <p>To know some books are special to religious people</p> <p>To know some stories are about special people.</p>	<p>Different things are special to people for different reasons</p> <p>How to look after special things and respect things that are special to different people</p> <p>People can use different objects to help them remember special places and times</p> <p>Memories can be special places</p>	<p>To know our place is a world of wonder and we should look after it</p> <p>To know that people are naturally creative</p> <p>To know some people believe our world was created by God and that this is a special story in their special book</p>

		festivals (children look at different celebrations throughout the year based on the religions of children in the class e.g. divali, Chinese new year)			Some objects are 'religious' objects and help people to think of God	
<u>EAD</u> <u>Music</u>		<p>To explore voices to make a variety of sounds.</p> <p>To explore how to use our bodies to make sounds.</p> <p>To explore the sounds of different instruments.</p> <p>To identify sounds in the environment and differentiate between them.</p> <p>To use voices to imitate nature sounds.</p> <ul style="list-style-type: none"> • Explore colours, textures, materials. • Simple construction. • Role-play linked to familiar experiences. 	<p>To explore creating sound effects</p> <p>To explore making sounds at different speeds</p> <p>To explore moving to different tempos</p> <p>To interpret symbols to show a change in speed</p> <p>To interpret a simple score to show temp changes</p>	<p>To discuss what makes a musical instrument and use recyclable materials to create a musical instrument.</p> <p>To learn what an orchestra is and the four different groups of instruments.</p> <p>To copy and follow a beat using an untune instrument.</p> <p>To experiment with playing tuned and untuned instruments to familiar songs.</p> <p>To choose appropriate instruments to represent different parts of a song and perform a practise song to an audience.</p> <ul style="list-style-type: none"> • Joining techniques (glue, tape, tabs). • Representing real objects/characters in drawings. • Exploring musical instruments and rhythm patterns. 	<p>To understand why songs have actions and learn some simple makaton signs to accompany a song</p> <p>To explore beat through body movement to express feelings and emotions through movement to music</p> <p>To explore pitch and tempo through scarf dancing and body movement</p> <p>To perform action songs to a small audience.</p>	<ul style="list-style-type: none"> • More refined drawing with controlled lines. • Model making with purpose. • Drama and storytelling through role-play. • Performing songs/stories with confidence.
<u>EAD</u> <u>Art</u>	<p>To investigate the marks and patterns made by different textures</p> <p>To explore making marks with felt tips</p> <p>To explore making marks with chalk</p> <p>To explore making marks with pencil</p> <p>To create simple observational drawing</p> <p>To use a variety of colours and materials to create a self-portrait</p>	<p>To create a large piece of group artwork based around fireworks</p> <p>To create an autumnal wreath using natural found objects and experiment with different ways to join materials</p> <p>To use bean threading to make a snowflake decoration</p> <p>To use a range of tools to create and decorate a clay decoration</p>	<p>To explore paint through finger painting</p> <p>To create natural paintbrushes using found objects</p> <p>To respond to music through the medium of paining</p> <p>To make child led collages using mix media</p>	<p>To develop scissor skills</p> <p>To develop threading skills</p> <p>To learn about the different ways, we can join materials together and practise these techniques</p> <p>To learn how to fold, curl and cut paper to achieve a desired effect</p> <p>To create a tissue paper flower based upon a previous design.</p>	<p>To experiment with painting using salt and colour mixing</p>	<p>To explore clay and its properties</p> <p>To explore playdough and its properties</p> <p>To create natural 3D landscape pictures using natural found objects; using their imagination to choose and arrange objects.</p> <p>To generate inspiration and conversation about sulpture art.</p> <p>To begin making a 3D clay sculpture using designs created last lesson</p>
<u>EAD</u> <u>DT</u>	To carry and handle tools, such as scissors safely.	To carry and handle tools, such as scissors safely.	To know how to hold and use tools.	To know how to hold and use tools.	To know how to hold and use tools. To gesture, talk and/or arrange materials to show design.	To know how to hold and use tools.

	<p>To construct with a purpose, using a variety of resources/ selects what resources are needed.</p> <p>To use simple tools and techniques competently and appropriately.</p>	<p>To construct with a purpose, using a variety of resources/ selects what resources are needed.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p> <p>To know how to make an activity safe and hygienic.</p>	<p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p> <p>To know what they are making, how they constructed and how they might make it even better (evaluation).</p> <p>To know how to make an activity safe and hygienic.</p> <p>To explore creative areas inside and out choosing resources independently.</p> <p>To reflect upon learning and suggests improvements.</p>	<p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p> <p>To know what they are making, how they constructed and how they might make it even better (evaluation).</p> <p>To know how to make an activity safe and hygienic.</p> <p>To explore creative areas inside and out choosing resources independently.</p> <p>To reflect upon learning and suggests improvements.</p> <p>To gesture, talk and/or arrange materials to show design.</p>	<p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p> <p>To know what they are making, how they constructed and how they might make it even better (evaluation).</p> <p>To use language of design and making (join, build, shape, longer, shorter, heavier, etc) to describe their creation.</p> <p>To reflect upon learning and suggest improvements.</p> <p>To create different textures.</p> <p>To record experiences by drawing, writing, voice recording.</p> <p>To reflect upon learning and suggests improvements.</p>	<p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p> <p>To know what they are making, how they constructed and how they might make it even better (evaluation).</p> <p>To use language of design and making (join, build, shape, longer, shorter, heavier, etc) to describe their creation.</p> <p>To reflect upon learning and suggest improvements.</p> <p>To create different textures.</p> <p>To record experiences by drawing, writing, voice recording.</p>
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Outdoor Learning/ Woodland	Safety Woodland rules/expectations Autumn walk		Alien soup Maps Winter walk		Den building	Minibeast hunt Summer walk Campfire
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	Inclusion within EYFS					
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	<p>Barrier: Limited Vocabulary / Poor Oracy Skills</p> <p>Identification</p> <ul style="list-style-type: none"> • Baseline assessments showing limited expressive/receptive language. • Children struggling with listening, attention or question response. • Speech delays or poor phonological awareness. <p>Strategies</p> <ul style="list-style-type: none"> • Increase daily planned vocabulary teaching (tier 2 words) linked to topics. • Use story language, repetition, back-and-forth dialogue. • Embed “oracy routines” (e.g., ‘My turn, your turn’, sentence stems). • Targeted intervention (NELI, ELCi or other Wave 1+ or 2 interventions). <p>Barriers Low Prior Experience / Limited Cultural Capital</p> <p>Identification</p> <ul style="list-style-type: none"> • Gaps in knowledge during discussions. • Children unable to relate to stories, celebrations or concepts.
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Strategies

- Purposeful enrichment: walks, visitors, sensory experiences.
- Strengthen links to children's home cultures, languages and experiences through books, celebration of cultural events, parental visits
- Pre-teaching of vocabulary and key concepts.

Barrier: SEND or Developmental Delays

Identification

- Quality first teaching in line with PACE principles
- Ongoing observation and Early Years Development Matters checkpoints.
- Concerns about progress in prime areas.
- Parental concerns.

Strategies

- Early identification and rapid referral pathways.
- Targeted support plans with SMART targets (ISP'S).
- Adjustments within continuous provision (visual prompts, sensory tools, simplified instructions).
- Collaboration with SENCO and external agencies (e.g., SALT, EMHP, OT).

Barrier: Poor Self-Regulation / Social Skills

Identification

- Difficulty managing emotions or transitions.
- Struggle settling or engaging in group activities.

Strategies

- Whole school behaviour expectations
- Focus on building strong relationships
- Jigsaw, mindfulness and ELSA strategies.
- Introduce regulation zones (cosy corner, sensory breaks).
- Teach self-regulation language explicitly – mindfulness, resilience cape, magical yet.
- Provide structured turn-taking and collaborative games.

Barriers: Attendance / Punctuality (Disadvantaged Learners)

Identification

Patterns in late arrival or missed sessions.
Slower progress due to inconsistent exposure.

Strategies

- Strengthen communication with parents.
- Share learning goals with families via newsletters/online platforms.
- Encourage early help involvement where needed.
- Provide visual timetables to help separation and routine.

Barriers: Lack of Independence or Self-Care Skills

Identification

- Children heavily reliant on adult support in routines.
- Delays in dressing, toileting, choosing resources.

Strategies

- Independence built into daily routines and environment layout.
- Model and verbalise sequences (“First... then... next...”).
- Provide targeted life-skill tasks (zips, buttons, snack routines).
- Use visual prompts to support self-care.

Promoting Inclusion**Representation**

Ensuring books, resources and role-play areas reflect children’s cultures, abilities and families.

Rotate artefacts, dolls, clothing and images so children see themselves routinely represented.

Accessible Provision

Multi-sensory learning, adjustable levels of challenge and open-ended materials.

Providing quiet, low-stimulation spaces for neurodivergent children.

Enhancing Parental Partnerships

- Use of workshops, regular communication and simple home-learning prompts.
- Parents provided with early reading and phonics workshops and strategies.

Professional Development

Continued CPD in:

- vocabulary development
- early reading
- scaffolding play
- behaviour as communication

Data-informed Intervention

Use gap analysis from phonics, maths and ongoing observations to prioritise children needing targeted support.