

Reception Progression 22-23

	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Theme/Inspiration	All about Me	Once Upon a Time	Journey's	Let's Grow	Creature Features	Dinosaurs
•	Super Duper You	The Three Little Pigs	Astro girl	The very hungry	Owl Babies	How to grow a dinosaur
	Our Class is a	The Gingerbread	The naughty bus	caterpillar	Somebody swallowed	Dinosaur bones
Literacy —	Family	Man	Amelia Earhart —	Errol's garden	Stanley	Dear Dinosaur
Comprehension and	One day so many	Goldilocks and the	little people big	Yucky Worms	Rumble in the Jungle	The Dinosaur
Vocabulary	ways	Three Bears	dreams,	Jack and the	Mad about Minibeasts	department store
J	We Are Family	The Gruffalo	I am Amelia	beanstalk	What the ladybird	Stone Girl Bone Girl —
	Perfectly Norman	We're Going on a	Earhart	Oliver's Vegetables	heard	Mary Anning,
	3	Bear Hunt	My Granny went to	3		Mary Anning — little
		The Jolly Christmas	Market			people big dreams
		Postman				
Assessment	Baseline Assessments	End of term	Language Link	End of term	Language Link	Submit GLD Data
opportunities	Language Link	assessments	Assessments	Assessments	Assessments	Phonics Assessments
	Assessments	Language Link	Phonics Assessments	Language Link	Phonics Assessments	PPM — Support
	Phonic Assessments	Assessments		Assessments		transition to Year I
	RBA - Statutory	Phonics Assessments		Phonics Assessments		
	J T	PPM		PPM		
Parental	Welcome meetings	Parents Evenings	Maths workshop	Parents Evenings	Tapestry	End of Year Report
involvement	Phonics and Reading	Writing workshops	Tapestry	Tapestry		Sports Afternoon
	workshops	Nativity				Tapestry
	Tapestry	Tapestry				
Possible		Posting letters.	Walk around the		Zoo or Farm visit	
visits/visitors			local area			
			Planetarium visit.			
			PRIME AREAS			
Communication	Listening, Attention	and Understanding	Listening, Attention	and Understanding	Listening, Attention	n and Understanding
and Language	Children will be able	•		to predict and retell.	Children will be able	to show an awareness of celings and react to this.



Listening, Attention	Children will be able to		Children will be able			create stories by linking
and Understanding	to other peo	pple's ideas.	and conversation for		ideas togethe	r through play.
Speaking	Children will be able to initiate conversations		time.		Children will understand and answer questions.	
Speaking	with others, take turns during conversations.		Children will be able	to ask a variety of	Critiar eri Wili ariaer sia	na ana answer questions.
	***************************************	s deal trug control saturates.	questions. E.g. what, v	3	Spe	aking
	Spea	king	whe	•	U U	to use past, present and
	Children will be able to	3				ms correctly.
	simple se	ntences.	Children will be o	ible to continue a		, and the second
			conversation in a sma	3 1		explain ideas and events
	Children will be able to		turn-taking, waiting i		past an	d future.
	ideas using speed	ch during play.	finished and list	5		<u>.</u>
	Children will use new	wasahulamu that has	Spea	king		to use new vocabulary
	been taught through ou	3	Children will be able to	o ioin in rotoll discuss	during role-play situations and in everyday language interactions.	
	been wagni in oagn oo	ur tremes, mapurations.	and answer questi	3	uriguuge	irrier actions.
			9	o	Children will be able to	express their ideas using
			Children will use new	vocabulary that has		intences.
			been taught through ou	ur themes/inspirations.		
Personal, Social						s, co-operate and resolve
and Emotional	, ,	These skills will provide o				
Development	Children will learn ho 	w to manage their own			g, dressing, oral health,	physical health, healthy
Self-Regulation	Calf Damilation	Self-Regulation	Self-Regulation	how to keep safe.	Self-Regulation	Self-Regulation
Sett-Negatation	Self-Regulation Children will see	Children will know	Children will know	Self-Regulation Children will know	Children will know to	Children will know how
Managing Self	themselves as unique	how to be helpful by	how to make the	the effects of their	use the calm corner	to overcome challenges,
J. 1. J.	by sharing their	taking on jobs such	right choice and the	behaviour on others.	when they are feeling	using books such as
Building	hobbies and interests.	as serving snack and	consequences of not		upset/angry.	'The Most Magnificent
Relationships		washing up.	doing so.	Managing Self		Thing'.
		Managing Self		Children will know	Managing Self	
	Managing Self	Children will know	Managing Self	how regular teeth	Children will know	Managing Self
		the school rules		brushing is	about the importance	



	Children will know	Be Respectful, Be	Children will know	important for their	of a good sleep	Children will know
	how regular exercise	Ready and Be Safe.	how to be a safe	health.	routine for their	what a sensible amount
	is important for their		pedestrian and why	Building	health.	of screen time is and
	health.	Children will know	this is important.	Relationships		why this is important
	1 0000001 0.	how healthy eating is	Building Relationships	Children will be able	Building Relationships	for their health.
	Building Relationships	important for their	Children will know	to describe what	Children will know	
	Children will know	health.	how to treat others	makes a good friend	how to express their	Building Relationships
	how to identify their	Building Relationships	in our class using the	including attributes	opinion and	Children will know how
	feelings, using books	Children will know	statement 'Kind	such as listening and	understand it is okay	to resolve a problem by
	such as 'The Colour	how to listen to	hands and kind	sharing. Using books	to have a different	talking it through with
	Monster' to support	others with respect.	words'. Using books	such as 'The	opinion to their	a friend or adult.
	understanding.	'	such as 'Kind' to	Squirrels who	friends.	
	-		support	squabbled' to support		
			understanding.	understanding.		
Physical	Children will have wee	ekly PE lessons with Mrs	Dyer, which will focus o	n the children's gross m	otor development. PE less	sons include, gymnastics,
Development	dance and specific spo	ort skills. They will also h	rave access to everyday (activities that will help t	heir gross and fine moto	r skills. Including, large
		wooden bricks, tyr	~es, sandpit, bikes, painti	ng, drawing, cutting, st	icking, dough disco.	
Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
	Children will know	Children will know	Children will know	Children will know	Children will know	Children will know how
Fine Motor	how to hop, skip and	how to pedal on a	how to throw and	how to balance and	how to pull	to kick/pass and bat
	jump.	bike.	catch a ball.	safely move across	themselves up on	and aim different sized
				apparatus.	rope/climbing wall	balls.
	Fine Motor	Fine Motor	Fine Motor		and hang on monkey	
	Children will use	Children will know	Children will know	Fine Motor	bars.	Fine Motor
	large mark making to	how to zip up their	how to use a knife	Children will know		Children will know how
	develop crossing the	coat.	and fork.	how to cut along	Fine Motor	to thread and sew.
	middle line			straight and curved	Children will know	
	movements.	Children will know	Children will know	lines.	how to weave	Children will know how
		how to undo and do	how to make snips		materials, such as	to correctly form
	Children will know	buttons	with scissors — this	Children will use	paper and ribbons.	capital letters.
	the correct pencil grip		may be loop or two-	hammers to hit		
			hole.	large head nails.		



	and posture for	Children will know			Children will know	
	writing.	how to correctly form	Children will know	Children will know	how to correctly	
	Children will know	the letters	how to correctly form	how to correctly	form the letters	
	how to correctly form	m,d,g,o,c,k,e	the letters	form the letters	y,z,q	
	the letters	_	u,r,h,b,f,l	j,∨,w,x		
	s,a,t,p,i,n			-		
			SPECIFIC AREAS			
Literacy			Phase I alongside phases	2-4 throughout the yea	ır.	
Bug Club Phonics	Pha	se 2	Phas	se 3	Ph	ase 4
	Phon	emes	Phon	emes	Pho	onemes
	s,a,t,p,i,n,m,d,g,o,c,k	c,ck,e,u,r,b,f,ff,l,ll,ss	j,y,w,x,z,zz,qu,ch,sh,th	r,ng,ai,ee,igh,oa,oo,oo,	Consolidate knowledge	to help the reading and
			ar,or,ow,oi,eo	ar,air,ure,er	spelling of words v	vhich have adjacent
					consonants such o	as stand, bank, trap
Literacy	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
Comprehension	Children will know	Children will know	Children will be able	Children will be able	Children will be able	Children will be able to
	how to hold a book	how to hold a book	to describe the main	to describe the main	to describe the main	describe the main
Word reading	and turn the pages.	and turn the pages.	events in a story.	events in a story.	events in stories they have read.	events in stories they have read.
Writing	Children will indicate	Children will indicate	Children will know	Children will know		
	an understanding of	an understanding of	how to retell their	how to retell their	Children will be able	Children will be able to
	the pictures and	the pictures and	own story.	own story.	to make predictions	make predictions based
	print.	print.			based on events in	on events in the text.
			Children will be able	Children will be able	the text.	
	Children will retell a	Children will retell a	to read a simple book	to read a simple		Children will use and
	familiar story.	familiar story.	and answer questions	book and answer	Children will use and	understand vocabulary
	Head to Toe — Eric	Little Red Hen —	about what I have	questions about what	understand	that has been
	Carle. Linking to all	Ladybirds fairy-tales.	read.	l have read.	vocabulary that has	introduced during
	about me topic and	Linking to the topic			been introduced	discussions around
	body parts.	of Once Upon a	Word reading	Word reading	during discussions	books.
		Time.	Children will read	Children will read	around books.	
			and correctly form	and correctly form		Word reading
			the sounds j, v, w, x,	the sounds ar, or,	Word reading	



Word reading	Word reading	y, z, zz, qu, ch, th,	ur, ow, oi, ear, air,	Children will sound	Children will sound
Children will read	Children will read	sh, ng, ai, ee, igh,	ure, er	and blend words with	and blend words with
and correctly form	and correctly form	oa, oo (short) oo	Children will blend	phase 2 and 3	phase 2 and 3 sounds
the sounds s, a, t, p,	the sounds ck, e, u,	(long).	known sounds in	sounds in.	in.
i, n, m, d, g, o, c, k	r, h, b, f, ff, l, ll, ss		words.	Children will know	
		Children will blend		irregular words,	Children will use their
Children will hear	Children will blend	known sounds in	Children will use	said, have, like, so,	phonic knowledge to
and identify initial	known sounds in	words. Children will	their phonic	do, some, come, were,	securely decode CVC,
sounds in words.	words.	know irregular words	knowledge to decode	there, little,	VCC, CVCC, CCCVC,
		me, be, he, my, by,	CVC, VCC, CVCC,		and CVCCC words
Children will know	Children will use my	they, we, are.	CCVC, CCCVC	Children will use	which contain digraphs
irregular words and,	phonic knowledge to		and CVCCC words.	phonic, syntactic and	such as ch, sh, th and
to.	start to decode VC,	Children will use		semantic knowledge	words containing more
	CVC words using the	phonic, syntactic and	Children will know	to understand	than I syllable.
Writing	sounds listed below	semantic knowledge to	irregular words you,	unfamiliar	
Baseline		understand	all, was, give, live.	vocabulary.	Children will know
Can children	Children will know	unfamiliar			irregular words one,
recognise their name	irregular words the,	vocabulary.	Children will use	Children will be able	when, out, what.
on entry?	no, go, l, into, her.		phonic, syntactic	to read and	
Can they form shapes		Writing	and semantic	understand a	Children will use
of letters to write	Writing	Children will know	knowledge to	sentence they have	phonic, syntactic and
their name?	Children will know	how to form u, r, h,	understand	written.	semantic knowledge to
	how to form	b, f, l and digits 0-9	unfamiliar		understand unfamiliar
Children will know	m,d,g,o,c,k,e and	correctly, starting	vocabulary.	Writing	vocabulary.
how to form	digits 0-5 correctly,	and finishing in the		Children will know	
s,a,t,p,i,n and digits	starting and	right place.	Children will be able	how to form y, z, q	Children will be able to
0-5 correctly,	finishing in the right		to read and	correctly.	read and understand a
starting and finishing	place.	Children will know	understand a		sentence they have
in the right place.		how to write the	sentence with	Children will know	written.
	Children will know	irregular words: 1,	common irregular	how to write the	
	how to hear and	the, go, to, into, no	and phonetically	irregular words: he,	Writing
			plausible words e.g.	she, we, me, be, was,	



in words. Itheir phonic knowledge to write CVC, VCC, CVCC, and CCVC words. Their phonic knowledge to write correctly, starting and finishing in the right place. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Most words children will know how to write ashort sentence. Children will use their phonic knowledge to write words containing digraphs such as sh. th. ch. Children will know how to write ashort sentence. Children will know how to				Children will use	'The cat sat on a	1 11	Children will know how
Knowledge to write CVC, VCC, CVCC and CCVC words. Children will know how to form, j. v., w. x and digits 0-9 correctly, starting and finishing in the right place. Children will know how to form j. v. w. x and digits 0-9 correctly, starting and finishing in the right place. Most words containing digraphs such as sh. th. ch.			write initial sounds			you, are, her, all,	
Maths Week I-3 Baselining White Rose Week I-6 - Just like mel Matching and Sorning Comparing Numbers Comparing Repring amounts Exploring Patterns Compare size, mass and capacity Week I-12 - Light and Dark Week I-12 - Light and Dark Week I-6 - Growing Week I-6 - Growing Week I-6 - Growing Week I-6 - Growing Week I-6 - Growing CVC, VČC, CVCC and CCVC words. Children will know how to form j. v. w., x and digits 0-9 correctly, starting and finishing in the right place. Most words children will know how to write wild be splaiding pand finishing in the right place. Most words children will know how to write a short sentence. Children will use their phonic knowledge to write words containing digraphs such as sh., th. ch. Children will know how to write a short sentence. Children will luse their words containing digraphs such as sh., th. ch. Children will luse their words containing digraphs such as sh., th. ch. Children will luse their words containing digraphs such as sh., th. ch. Children will luse their phonic tread what they have words containing digraphs such as sh., th. ch. Children will luse their phonic factor of the makes sense. Children will know how to write a short sentence. Children will luse their phonic factor of the makes sense. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will sentence the words containing digraphs such as sh. the pholically places. The containing and sentence write wild be publicated to the right pholical sentence. Children will sentence the word			in words.	!		they, my.	9
Maths Week I-3 Baselining White Rose Week I-6 – Just like mel Matching and Cover and Action grand and September Septing Comparing and positional Language. Comparing Patterns Compare size, mass and capacity Weeks IO-12 – Light and Dark Week I-6 – Growing Week I-6 – Growing Week I-6 – Growing Week I-6 – Growing Week I-6 – First, Week I-7 – First, Week I-8 mow to form j. v., w., and digits O-9 correctly, and digits of five words containing diagraphs such as sh. Ith. ch. Children will know how to write a short sender of makes sense. Children will know how to wards ordining diagraphs such as sh. Ith. ch. Children will know how to write a short sender of makes sense. Children will know how to write a short sender of makes of makes sense. Children will know how to write a short sender of makes of mak				<u> </u>	,		capital letters.
X and digits 0-9 Correctly, starting and finishing in the right place. Most words children write will be spelt by plausibly. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write in glausibly. Children will know how to write in glausibly. Children will know how to write a short sentence.							
Maths Week I-3 Baselining White Rose Week I-4 - Just like mel Mathing and sorting comparing amounts Exploring Patterns Comparing Alambers and capacity Week IO-12 - Light and Dark Week II-6 - Growing Week II-6 - Growing Week II-6 - Growing Week II-8 - II, ch. Children will know how to write a short the right place. Week II how words children write will be spell phonetically plausibly. Children will know how to write a short sentence. Children will know how to write a				and CCVC words.	,	!	
Maths Week I-3 Baselining White Rose Maths Week I-6 — Just like mel Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Week I-12 Light and Dark Most words children, will know how towrite will be spelt phonetically plausibly. Children will know how to write simple lists, labels and captions. Week I-3 — Alive in 9 q and IO q, 10 Comparing Numbers to IO Number bonds to IO 30 Shapes and Patterns Comparing I — Match, ch. Children will know how to write a short sentence. Week I-3 — To 20 and beyond Building numbers beyond IO Counting patterns be					•		
Maths White Rose Week 1-3 Baselining White Rose Week 4-6 - Just like me! Most week 1-3 - Alive in Sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Weeks 10-12 - Light and Dark Week 10-12 - Consolidation Wost words children will know how to write a short sentence. Week 1-3 - To 20 And 10 9, 10 Comparing 9 and 10 9, 10 Comparing 9 and 10 9, 10 Comparing 9 and 10 9, 10 Comparing 10 Compa					5		
Maths White Rose Week I-3 Baselining White Rose Week 4-6 - Just like me! Most words children will know how to write and begind the me! Most words children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Sentence. Children will know how to write a short sentence. Sentence. Children will know how to write a short sentence. Sentence. Children will know how to write a short sentence. Sentence. Week 7-9 - Find my Pattern Doubling numbers beyond IO Number bonds to IO 3D Shapes and Patterns Comparing Aussolution of Language. Comparing Mass Comparing Mass Comparing Numbers to IO Number bonds to IO 3D Shapes and Patterns Doubling Sharing and Grouping Even and Odd Spatial Reasoning I — Match, Rotate, Manipulate. Week IO -12 - On the Move					and finishing in the	digraphs such as sh,	makes sense.
Maths White Rose Week I-3 Baselining Week 4-6 - Just like me! Mathing and Sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Weeks IO-12 - Light and Dark Week I-3 - Capacity. Week I-4 - G - Growing Week I-5 - Growing Week I-6 - Growing Most words children write will be spelt phonetically plausibly. Children will know how to write a short sentence. Children will know how to write a short sentence. Children will know how to write a short sentence. Week I-3 - To 20 and beyond 10 Counting Authory Pattern Doubling, Sharing and Coroparing Numbers to IO Number bonds to IO 3D Shapes and Patterns Comparing I, 2, 3 Comparing Mass Comparing Mass Comparing Capacity. Week IO onwards Children will know how to write a short sentence. Week I-3 - To 20 and beyond IO Counting patterns beyond IO Spatial Reasoning I Match, Rotate, Manipulate. Week IO -I2 - On the Move					right place.	th, ch.	
Week I-3 Baselining Week 7-9 - It's me. I.2,3! Week 4-6 - Just like me! Mathing and sorting Comparing anounts Exploring Patterns Compare size, mass and capacity Week I-12 - Light and Dark Week I-2 - Light and Dark Week I-3 - Corowing Week I-3 - Corowing Week I-3 - Corowing Week I-3 - Alive in phonetically plausibly. Week I-3 more sentence. Week I-3 - To 20 Week I-3 - To 20 And beyond Pattern Sentence Week I-3 - To 20 And beyond Pattern Sentence Week I-3 - To 20 And beyond Pattern Sentence Week I-3 - To 20 And beyond Pattern Doubling, Sharing and Grouping Counting patterns Seyond IO Counting patterns Seyond IO Spatial Reasoning I - Week IO onwards - Comparing Mass Compar							Children will be
Maths Week I-3 Baselining White Rose Week I-6 – Just like me! Matching and sorting Comparing Patterns Comparing Patterns Compare size, mass and capacity Weeks IO-12 — Light and Dark Week I-3 — Alive in 5 Introducing Zero, comparing Numbers to 5, composition of 1- and 5, Comparing Capacity. Phonetically plausibly. Week I-3 — Represented. Week I-3 — To 20 and beyond 9 and 10 9, 10 Comparing Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning 1 — Match, Roste, Manipulate. Week IO-12 — On the Move Week I-3 — To 20 And beyond Comparing Building numbers beyond 10 Spatial Reasoning 1 — Match, Roste, Manipulate. Week IO-12 — On the Move					Most words children	Children will know	building up stamina,
Maths Week I-3 Baselining White Rose Maths White Rose Week I-3 Baselining Week I-3 Baselining White Rose Week I-3 Baselining I,2,3 Introducing Zero, comparing Numbers to IO Matching and Sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Week IO-12 Light and Dark Week I-3 Baselining Week I-3 Base					write will be spelt	how to write a short	writing two or more
Maths Week I-3 Baselining Week 7-9 — It's me, I,2,3! Week 4-6 — Just like me! Matching and sorting Comparing I,2,3, Comparing Gomparing Patterns Compare size, mass and capacity Week I-3 — Baselining Week 7-9 — It's me, I,2,3! Week I-3 — Alive in 9 and IO 9, IO Comparing Numbers to IO Numbers to IO Number bonds to IO 3 D Shapes and Patterns Spatial Reasoning I — Match, Rotate, Manipulate. Week IO -12 — On the Move					phonetically	sentence.	sentences regularly.
Maths White Rose Week I-3 Baselining Week 4-6 - Just like me! Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Week I-3 Baselining Week 7-9 - It's me, I,2,3! Representing I,2,3 Composition of I,2,3, Circle, Triangles and Positional language. Week I-3 - Alive in 9 and IO 9, Introducing Zero, comparing Numbers 10 Comparing Numbers to IO Number bonds to IO 3D Shapes and Patterns Spatial Reasoning I - Match, Rotate, Manipulate. Week I-3 - To 20 and beyond Building numbers beyond IO Counting patterns beyond IO Spatial Reasoning I - Match, Rotate, Manipulate. Week IO -I2 - On the Move					plausibly.		
Maths White Rose Week I-3 Baselining Week 4-6 - Just like me! Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Week I-3 Baselining Week 7-9 - It's me, I,2,3! Representing I,2,3 Composition of I,2,3, Circle, Triangles and Positional language. Week I-3 - Alive in 9 and IO 9, Introducing Zero, comparing Numbers 10 Comparing Numbers to IO Number bonds to IO 3D Shapes and Patterns Spatial Reasoning I - Match, Rotate, Manipulate. Week I-3 - To 20 and beyond Building numbers beyond IO Counting patterns beyond IO Spatial Reasoning I - Match, Rotate, Manipulate. Week IO -I2 - On the Move					, ,		
Maths White Rose Week I-3 Baselining White Rose Week I-6 — Just like me! Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Week I-3 Baselining Week 7-9 — It's me, 1,2,3! Someting Comparing I,2,3 Comparing I,2,3 Comparing I,2,3 Comparing Numbers and Capacity Week I-3 — Alive in Someting Introducing Zero, comparing Numbers to 5, composition of I, 2,3, Comparing Numbers and 5, Comparing Mass Comparing Mass Comparing Numbers Doubling Counting Countin					Children will know		
Maths White Rose Week I-3 Baselining White Rose Week I-3 - It's me, I,2,3! Week I-6 - Just like me! Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Week I-3 - Alive in I,2,3! Representing I,2,3 Comparing I,2,3 Comparing I,2,3 Comparing I,2,3 Comparing Numbers to 5, composition of 4- and 5, Comparing Mass Comparing Capacity. Week I-3 - Building 9 and IO 9, IO Comparing Numbers to IO Number bonds to IO 3D Shapes and Patterns Spatial Reasoning I - Match, Rotate, Manipulate. Week IO onwards - Consolidation Week I-6 - First, Week I-3 - To 20 and beyond Building numbers beyond IO Counting patterns beyond IO Counting patterns Doubling, Sharing and Corouping Even and Odd Spatial Reasoning I - Match, Rotate, Manipulate. Week IO -I2 - On the Move					how to write simple		
Maths White Rose Week I-3 Baselining White Rose Week I-3 Baselining Week 7-9 - It's me, I,2,3! Representing I,2,3 Comparing I,2,3 Composition of I,2,3, Composition of I,2,3, Comparing amounts Exploring Patterns Compare size, mass and capacity Week I-3 - Alive in I,2,3! Suddent Introducing Zero, Comparing Numbers Introducing Zero, Comparing Pattern, Introducing Zero, Comparing Numbers Introducing Zero,					lists, labels and		
Maths White Rose Week I-3 Baselining White Rose Week I-3 Baselining Week 7-9 - It's me, I,2,3! Week I-6 - Just like me! Matching and Sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Week I-3 - It's me, I,2,3! Sharing and Sweek I-3 - To 20 And IO 9, Introducing Zero, Comparing Numbers Introducing Zero, Comparing Numbers Somparing Numbers Introducing Zero, Comparing Numbers Somparing Numbers So					captions.		
White Rose Week 4-6 - Just like me! Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Week IO-12 - Light Amount of Introducing Zero, comparing Introducing Zero, comparing Numbers Introducing Zero, lintroducing Zero, comparing Numbers Introducing Zero, lintroducing Zero, comparing Numbers to IO Number bonds to IO 3D Shapes and Patterns Comparing Mass Comparing Mass Comparing Mass Comparing Comparing Patterns Compare size, mass And capacity Number bonds to IO 3D Shapes and Patterns Comparing Mass Comparing Mass Comparing Comparing Mass Comparing Comparing Mass Comparing Numbers beyond IO Counting patterns beyond IO Counting patterns beyond IO Spatial Reasoning I – Match, Rotate, Manipulate. Week IO -I2 – On the Move					ı		
White Rose Week 4-6 - Just like me! Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity Number Rose I,2,3! Representing I,2,3 Comparing I,2,3 Composition of I,2,3, Comparing Numbers to 5, composition of 4 and 5, Comparing Mass Comparing Mass Comparing Mass Comparing Compare size, mass and capacity Introducing Zero, Comparing Numbers to 5, composition of 4 and 5, Comparing Mass Comparing Mass Comparing Mass Comparing Mass Comparing Comparing Comparing Comparing Mass Comparing Comparing Comparing Mass Comparing Comparing Comparing Mass Comparing Match, Rotate, Match, Rotate, Manipulate. Week IO -I2 - On the Move Move	Maths	Week 1–3 Baselining	Week 7-9 — It's me,	Week I-3 — Alive in	Week 7-9 Building	Week 1-3 — To 20	Week 7-9 — Find my
Week 4-6 — Just like me! Numbers to 10 Matching and sorting Composition of 1,2,3, Comparing amounts Exploring Patterns Compare size, mass and capacity Weeks 10-12 — Light and Dark Representing 1,2,3 Comparing 1,2,3 Comparing Numbers to 5, composition of 4 and 5, Comparing Mass Comparing Numbers to 10 Number bonds to 10 3D Shapes and Patterns Patterns Numbers to 10 Spatial Reasoning 1 — Match, Rotate, Manipulate. Week 10 onwards — Consolidation Week 4-6 — Growing Week 4-6 — Growing Week 4-6 — Growing Numbers to 10 Spatial Reasoning 1 — Match, Rotate, Manipulate. Week 4-6 — First,	White Rose	J	1,2,3!	5	J	and beyond	ı — — — — — — — — — — — — — — — — — — —
like me! Matching and sorting Composition of I,2,3, Comparing I,2,3 Composition of I,2,3, Composition of I,2,3, Comparing Numbers to 5, composition of I,2,3 Comparing Mass Comparing Mass Comparing Mass Exploring Patterns Compare size, mass and capacity Weeks IO-I2 — Light and Dark Comparing Numbers to 5, composition of I,2,3, And 5, Composition of I,2,3, Composition of I,2,3, And 5, Composition of I,2,3, Composition of I,2,3, And 5, Comparing Numbers to IO And 5, And 5, Comparing Mass And 5, Comparing Mass And 5,		Week 4-6 — Just	Representing 1,2,3	Introducing Zero,	10 Comparing		Doubling, Sharing and
Matching and sorting Composition of 1,2,3, Circle, Triangles and Positional Exploring Patterns Compare size, mass and capacity Matching and Composition of 1,2,3, Circle, Triangles and 5, Comparing Mass Comparing Mass Comparing Mass Comparing Mass Comparing Comparing Comparing Comparing Comparing Comparing Comparing Capacity. Week IO onwards - Consolidation Week 4-6 - First, Counting patterns beyond IO Spatial Reasoning I - Match, Rotate, Manipulate. Week IO -12 - On the Move		like me!	, ,		, ,	_	
sorting Comparing amounts Exploring Patterns Compare size, mass and Dark Circle, Triangles and 5, Comparing Mass Comparing Mass Comparing Capacity. Week IO onwards - Consolidation Composition Week IO onwards - Consolidation Week 4-6 - First, Week 4-6 - First,		Matching and	, ,	1 5	Number bonds to 10	9	, ,
Comparing amounts Exploring Patterns Compare size, mass and Comparing Mass Comparing Mass Comparing Mass Comparing Mass Comparing Mass Comparing Comparing Mass Comparing Mass Comparing Mass Comparing Match, Rotate, Manipulate. Move Move Move		_		!	3D Shapes and	9 .	Spatial Reasoning 3 —
Exploring Patterns Compare size, mass and capacity Weeks 10-12 — Light and Dark Week 4-6 — Growing Exploring Patterns Comparing Capacity. Week 10 onwards — Consolidation Week 4-6 — First, Match, Rotate, Manipulate. Week 10 -12 — On the Week 4-6 — First,			3	Comparing Mass	!	J	
Compare size, mass and capacity Weeks 10–12 — Light and Dark Week 4–6 — Growing Week 10 onwards — Manipulate. Week 10 –12 — On the Consolidation Week 4–6 — First,				1 3		j i	
and capacity Weeks 10-12 — Light Consolidation Week 4-6 — First,		' '	J	, ,	Week 10 onwards -		Week 10 -12 — On the
and Dark Week 4-6 - Growing Week 4-6 - First,		!	Weeks 10-12 — Liaht	l J		'	
			9	Week 4-6 — Growina		Week 4-6 — First.	
				6,7,8		Then, Now	



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			Representing numbers to 5	6,7,8 Making Pairs		Adding more	Deepening 1. D. +
				Combining 2 Groups		Taking away	Understanding Patterns
			One more, one less	Length and Height,		Spatial Reasoning 2	and Relationships
			Shapes with 4 sides,	Time.		— Compose and	Spatial Reasoning 4 —
			time			decompose.	Mapping
	Themes/Inspiration	All about Me	Once Upon a Time	Journeys	Let's Grow	Creature Features	Dinosaur
Ī	Understanding the	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present
	world	Children will know	Children will explore	Children will know	Children will know	Children will know	Children will know who
		how they have	images, stories and	who Amelia Earhart	who David	that the past is	Mary Anning is and
	Past and Present	changed from being a	artefacts from the	is and why they are	Attenborough is and	anything before the	why she is important.
		baby to being 4/5.	past.	important.	why he is important.	current day.	
	Peoples, Culture	3 3	ı	'	3 1		People, Culture and
	and Communities	Children will know	Children will know	Children will know	Children will look at	Children will know	Communities
		who Rosa Parks is.	what Remembrance	about the history of	pictures of where we	that the present is	Children will identify
	The Natural		day.	travel/transport.	live from past and	now.	similarities and
	World	People, Culture and	J	'	present and		differences between life
		Communities	People, Culture and	People, Culture and	compare.	People, Culture and	in Ipswich and life in a
		Children will be able	Communities	Communities	·	Communities	different country.
		to talk about people in	Children will know	Children will know	People, Culture and	Children will know	J I
		their family.	that people have	that there are	Communities	that we do not have	The Natural World
		_	different beliefs and	different countries in	Children will know	certain animals in	Children will know
		Children will know	celebrate in different	the world.	that we can only	England and will	about and recognise the
		where they live.	ways.		grow certain fruit	compare with Africa.	signs of Summer.
				Children will know	and vegetables in		
		Children will know	The Natural World	about features of	England.	Children will know	Children will know
		what a globe is and	Children will identify	their immediate		that there are	about herbivores,
		what the green and	different materials	environment.	The Natural World	different oceans in	omnivores and
		blue represent.	such as metal,		Children will know	the world.	carnivores.
			plastic, wood.	The Natural World	about and recognise		
		The Natural World			the signs of Spring.	The Natural World	



	Children will know	Children will explore	Children will know		Children will know	
		!		Children will know	the names of the 4	
	about and recognise	the strength of	about and recognise		seasons and the	
	the signs of Autumn.	materials to make a	the signs of Winter.	how to care for a		
		house for The Three	CI II III	plant.	weathers associated	
	Children will know	Little Pigs.	Children will know	0	with them.	
	how to respect and		that there are 8	Children will know		
	care for the	Children will melt	planets in our solar	features of a	Children will know	
	environment	and solidify different	system.	lifecycle.	that some animals	
		substances such as		(sunflower, butterfly,	can live underwater.	
		chocolate and butter.		frog)		
					Children will know	
					about different	
					habitats.	
					Children will explore	
					floating and sinking.	
RE	Theme God's World	Theme Baptism	Theme Getting to	Theme Sorrow and	Theme New Life	Theme Our Church
The way, the truth	Children will know	Children will know	know Jesus	Joy	Children will know	Family
and the life.	that God created the	what the word	Children will know	Children will know	the story of Easter.	Children will know that
	world.	baptism means.	stories about Jesus.	stories about Jesus.		they belong to the
	world.	baptism means.	stories about Jesus. Jesus at the temple,	stories about Jesus. Jesus and	Children will know	they belong to the Church family.
	world. Children will know	baptism means. Children will be able	Jesus at the temple,			3 3
	Children will know	'		Jesus and	that Jesus gives a	5 5
		Children will be able to talk about and	Jesus at the temple, Jesus choosing his friends, Jesus	Jesus and Zacchaeus, Peter	that Jesus gives a special gift of joy	Church family. Children will know the
	Children will know that they are special	Children will be able to talk about and make symbols used in	Jesus at the temple, Jesus choosing his	Jesus and Zacchaeus, Peter	that Jesus gives a	Church family.
	Children will know that they are special	Children will be able to talk about and	Jesus at the temple, Jesus choosing his friends, Jesus welcoming the little children, Jesus	Jesus and Zacchaeus, Peter disowns Jesus. Children will know	that Jesus gives a special gift of joy	Church family. Children will know the purpose and some
	Children will know that they are special to God. Children will know	Children will be able to talk about and make symbols used in baptism.	Jesus at the temple, Jesus choosing his friends, Jesus welcoming the little children, Jesus healing the man at	Jesus and Zacchaeus, Peter disowns Jesus. Children will know that Jesus forgave	that Jesus gives a special gift of joy and peace. Children will know	Church family. Children will know the purpose and some
	Children will know that they are special to God. Children will know how to look after the	Children will be able to talk about and make symbols used in	Jesus at the temple, Jesus choosing his friends, Jesus welcoming the little children, Jesus	Jesus and Zacchaeus, Peter disowns Jesus. Children will know	that Jesus gives a special gift of joy and peace. Children will know that story of Jesus	Church family. Children will know the purpose and some
	Children will know that they are special to God. Children will know how to look after the world and say thank	Children will be able to talk about and make symbols used in baptism. Theme God's Family Advent	Jesus at the temple, Jesus choosing his friends, Jesus welcoming the little children, Jesus healing the man at Bethesda.	Jesus and Zacchaeus, Peter disowns Jesus. Children will know that Jesus forgave those who hurt him.	that Jesus gives a special gift of joy and peace. Children will know	Church family. Children will know the purpose and some
	Children will know that they are special to God. Children will know how to look after the	Children will be able to talk about and make symbols used in baptism. Theme God's Family Advent Children will know	Jesus at the temple, Jesus choosing his friends, Jesus welcoming the little children, Jesus healing the man at Bethesda. Children will know	Jesus and Zacchaeus, Peter disowns Jesus. Children will know that Jesus forgave those who hurt him. Theme Growing	that Jesus gives a special gift of joy and peace. Children will know that story of Jesus ascending to heaven.	Church family. Children will know the purpose and some
	Children will know that they are special to God. Children will know how to look after the world and say thank	Children will be able to talk about and make symbols used in baptism. Theme God's Family Advent Children will know the story of	Jesus at the temple, Jesus choosing his friends, Jesus welcoming the little children, Jesus healing the man at Bethesda. Children will know that Jesus helps us to	Jesus and Zacchaeus, Peter disowns Jesus. Children will know that Jesus forgave those who hurt him. Theme Growing Children will know	that Jesus gives a special gift of joy and peace. Children will know that story of Jesus ascending to heaven. Theme Pentecost	Church family. Children will know the purpose and some
	Children will know that they are special to God. Children will know how to look after the world and say thank	Children will be able to talk about and make symbols used in baptism. Theme God's Family Advent Children will know	Jesus at the temple, Jesus choosing his friends, Jesus welcoming the little children, Jesus healing the man at Bethesda. Children will know	Jesus and Zacchaeus, Peter disowns Jesus. Children will know that Jesus forgave those who hurt him. Theme Growing	that Jesus gives a special gift of joy and peace. Children will know that story of Jesus ascending to heaven.	Church family. Children will know the purpose and some



Expressive arts and design Creating with materials	Creating with Materials Children will know how to mix primary colours to make secondary colours	Children will know that Advent is the preparation for Christmas and how people do this. Creating with Materials Children will be able to make a freestanding house for the Three Little	Creating with Materials Children will know how to make a treasury tag and slot join.	Children will know the story of Good Friday and Easter Sunday. Creating with Materials Children will know how to make fruit skewers.	Children will know why Pentecost is a celebration. Creating with Materials Children will know how to make a print. Children explore and	Creating with Materials Children will know how to make different shades of the same colour.
Being Imaginative	with poster and powder paint. Children will know how to draw a person — head, body, arms, legs and body features. Children will explore	Pigs. Children will know how to follow a simple recipe to make gingerbread. Children will know which glue or tape to use for their chosen	Children will know how to use and mix watercolour paints. Children will know how to make a split pin join.	Children will know how to use tools to cut and join wood. Children will explore and make art in the style of Vincent Van Gogh — sunflowers.	create art in the style of Henri Matisse. Children will know how to make a tab join.	Children will know how to use different techniques to make 3D models. Children will know how to sew to join.
	and make art in the style of Yayoi Kusama — pumpkins. The children will ha	purpose. ve a weekly music lesson	with Mrs Dyer where th	ey will learn different s	ongs and play a range o	f musical instruments.
	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative
	Children will know the nursery rhymes/ songs Cauliflowers Fluffy	Children will know the nursery rhymes/ songs Who am I — Phonics Book 3	Children will know the nursery rhymes/ songs	Children will know the nursery rhymes/ songs Daffodils – finger rhyme.	Children will know the nursery rhymes/ songs The Animals went in 2 by 2	Children will know the nursery rhymes/ songs T-Rex Singing Phonics Book 3



Oats and beans and	There was a princess	What a wonderful	Ants go marching	Farmers in the Den	The Dinosaur Song
barely grow.	long ago.	world — Louis			https://www.youtube.co
		Armstrong.	Children will join in	Children will be able	m/
Children will be able	Children will explore	The Big Ship Sails	with a	to create their own	watch?v=W0F0Z0-
to clap along to a	a range of	On The Ally-Ally-Oh	choreographed	dance routines.	VpcU
rhythm	instruments.		dance.		