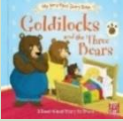
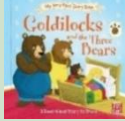
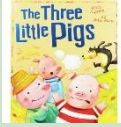
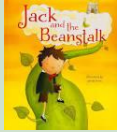
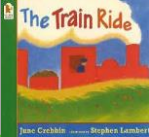
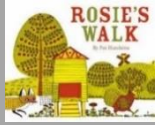
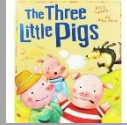
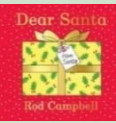
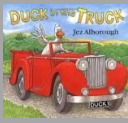
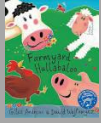
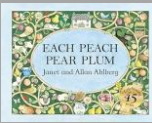
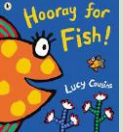
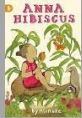
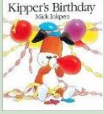
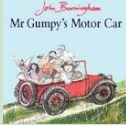
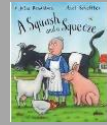
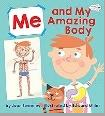
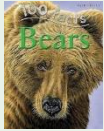
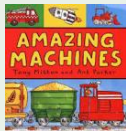


3-4 UL Super 6

UL books shaded	Autumn 1 Look at me!	Autumn 1 Bears	Autumn 2 Special Days	Spring 1 On the Move	Spring 2 On The Farm	Summer 1 Once Upon a Time	Summer 2 All Creatures Great and Small
Traditional/well-loved stories							
UL Core text							
Rhymes, rhythm and repeated refrains							
Multi-cultural/ PSED							
Well-being / Growth Mindset							
Non-Fiction							
Songs, Rhymes and Poetry	If you're happy any you know it. Heads, shoulders Miss Polly Tommy thumb 1 finger, 1 thumb	If you go into the woods today. Teddy Bear, Teddy Bear, 5 in a Bed. Round and round the garden Bananas in pyjamas Goldilocks went to	Nativity Songs The Rama and Sita song Nativity Songs Mother Mary, where are you? I sent a letter	Train is a-coming Down at the station Row your boat Wheels on the bus	Old MacDonald Had a Farm The Farmer's in his Den Baa, Baa Black Sheep Higgety Pickety my red hen 5 little ducks 5 little peas	This Little Pig Went to Market There Was a Princess Long Ago	One, two, three, four, five, Once I caught a fish alive. A Sailor Went to Sea.

3-4 UL Prime Areas

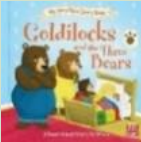
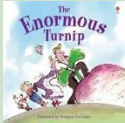
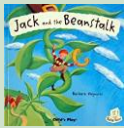
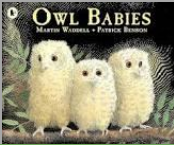
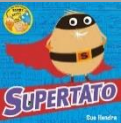
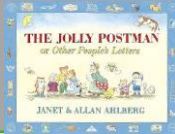
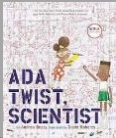
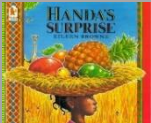
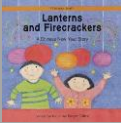
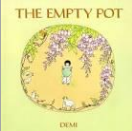
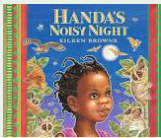
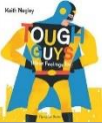
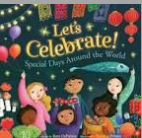
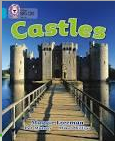
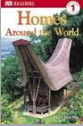
	Autumn 1 Look at me!	Autumn 1 Bears	Autumn 2 Special Days	Spring 1 On the Move	Spring 2 On The Farm	Summer 1 Once Upon a Time	Summer 2 All Creatures Great and Small
C&L		- Listen - Remember - recall	- longer stories - remember sequence - story props - vocab - instructions for baking	- talk to organise play - rhythm and rhyme - repeated refrains - sequence story	- Past event, support tenses - Widen vocabulary - Vocab reflects experience of books - Know many rhymes and songs - Tell a long story - Retell and make simple predictions	- understand why questions - Retell a long story - Use longer sentences 4-6 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. - Can start a conversation with an adult or a friend and continue it for many turns.
Physical	- Draw a man - Music and stop - Run and run and stop - Follow the leader - Statues-balance	- Able to chose resources, choose, use, replace - Balancing - Riding - Ball skills	- Clothing for the weather - Warm drinks/soup - Video of snow falling 'Walking in the air' movement	- Ask questions - Make links to feelings of others - Feeling vocab modelled	- Fruit and vegetables - Model using a knife and fork - Model range of movement, e.g. crawl - Videos, non fiction farmers at work- vocab - Set our routes for ploughing and sowing	- Match their developing skills to tasks - Choose resources to carry out their plan - collaborate with others to manage large items - Use one handed tools and equipment	- Use a comfortable grip with good control when holding pens and pencils - Continue to develop their movement, balancing, riding and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Start taking part in some group activities which they make up for themselves, or in teams.
PSED	- Self-help skills - Shoes - Coat - Coat peg - Sense of self	- Following rules and routines - Feelings: happy, sad, angry, worried - Understanding others' feelings	- Feelings of characters- Sentence stems - Pass the toy- turn taking	- Instructions: stop/ start - Speed, Negotiate space and obstacles - Anticlockwise and vertical movement - Take pen for a walk	- Caring for animals - Negotiate roles in their play - Model solutions- turn taking, sharing - Caring for the environment - Attracting wildlife - Garden tools watering and	- Select and use resources to help achieve a goal - Develop their sense of responsibility as a member of the community - Talk about feelings: happy, sad, angry, worried	- Develop appropriate ways of being assertive. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people. - Show more confidence in new social situations. - Help to find solutions

	Autumn 1 Look at me	Autumn 1 Bears	Autumn 2 Special Days	Spring 1 On the Move	Spring 2 On The Farm	Summer 1 Once Upon a Time	Summer 2 All Creatures Great and Small
Literacy	- Name card recog - L&A: listening skills - Draw a man (A)	- Talk about stories - Rhyme- tuning in - Elklan: space propositions	- Cards, invitation, post box - Syllables - Match initial sounds - Name recognition - Make mark for name	- Rhythm - Rhyme awareness - T4W mapping	- Use some of their print and letter knowledge e.g. shopping list - Phonological knowledge- environmental sounds, exploring speech sounds - Understand key concepts of print- pages, left to right - Spot rhyme - Hear initial sounds - Recognize and copy their name	- Understand 5 key concepts about print - Engage in extended conversations about stories, learning new vocabulary - Use some print and letter knowledge in early writing - Write some or all of their name - Write some letters accurately	- Use some of their print and letter knowledge in their early writing - Write some or all of their name. - Write some letters accurately. - Understand the five key concepts about print: - Develop their phonological awareness
Maths	Number songs to 3 2 Dickie Birds 3 little Ducks 3 monkeys jumping 3 currant buns	- Number rhyme: 5 in a bed - Recite 1-5 'show me' on fingers - Shape for building - Positional language - Compare size	2D shape - Elklan: shape 2D pictures/ cards - Notice patterns 1:1 correspondence - Recite beyond 5 - Comparison: weight, size, capacity	- Pattern ABAB 1:1 corresp 1-5 - Subitize - Mathematical mark making 3D shape- building - Elklan: time first, next, then	- Sorting and matching- same and different - Shape- 3D- using informal and maths language - Link numerals and amounts # finger numbers up to 5 - Number songs and rhymes 1:1 correspondence - Subitize - Elklan: positional and directional language - Measure: size, weight, capacity	- Fast recognition up to 3 - Compare quantities: more than, fewer than - Solve real world maths problems up to 5 - show right number of objects and match numeral to 5 - Make comparison to weight and capacity - Language of time: first, then - Elklan: Space positional language	- Make comparisons: size, length, weight, capacity. •Notice and correct errors in a repeating pattern. •Extend and create ABAB patterns •Talk about and identify patterns around them. •Show the right number of objects to match the numeral up to 5 •Begin to show 'finger numbers' up to 5 •Compare quantities: 'more than', 'fewer than' •Solve real world mathematical problems with numbers up to 5 •Experiment with their own symbols and marks as well as numerals.

3-4 UL Specific Areas: Understanding the World and Expressive Arts and Design

	Autumn 1 Look at me	Autumn 1 Bears	Autumn 2 Special Days	Spring 1 On the Move	Spring 2 On The Farm	Summer 1 Once Upon a Time	Summer 2 All Creatures Great and Small
UW	<u>Families</u> Key Vocab: mum, dad, brother, sister, grandparents - Baby photos - Dolls house Jobs at home and out of home	- Homes for bears 'habitats' - Link 'where bear' - Natural materials, textures, explore with senses - Maps- route, sequence - Different countries. We live here (UK) - Bears live (brown, panda, polar)	- Celebrations: similarities and differences - Link to Guru Nanak (or children's own family celebrations (Diwali, Hanuka etc)	- Vehicles - Push/ pull - Compare distance - Sorting - Elklan: movement	- Model key vocab - Planting- care for plants - Grow cress - Egg incubator (Youtube) - Sequence of life cycle - Vocab- animal names - Similarities and differences - Caring for animals- pets	- Use senses in hands-on exploration of natural materials - Explore materials with similar or different properties - Talk about the differences between materials and the changes noticed - talk about what they see- widen vocab	- Talk about what they see, using a wide vocabulary. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Understand the key features of the life cycle of a plant and an animal.
EAD	- Draw a man: eye colour hair colour - Mirror - IT selfies - Baby sequence role play	- Texture - Colour mix - Story map - Create small worlds, dens for bears - Goldilocks house	- Perform songs - Singing voices - Colour mixing - Make cards, wrap, fixing tools - Nativity role play	- Music: name, model - Link to speed of vehicles	- Colour mixing - Collage - Printing materials	- Use drawing to represent ideas - Join different materials and explore different textures - Create closed shapes to represent objects - Draw with increasing complexity and detail	- Explore colour and colour-mixing. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Draw with increasing complexity and detail. - Create closed shapes with continuous lines

Reception UL Super 6

UL books shaded	Autumn 1 Me and My World LAT Baseline	Autumn 2 My Heroes (People who help us)	Autumn 3 Standing Ovation (Celebrations)	Spring 1 Castles, Knights and Dragons	Spring 2 Spring in Our Step	Summer 1 Where We Live	Summer 2 Science Detectives
Traditional/well-loved stories							
UL Core text							
Rhymes, rhythm and repeated refrains							
Multi-cultural/ PSED							
Well-being / Growth Mindset							
Non-Fiction							
Songs, Rhymes and Poetry	If you're happy any you know it. If you go into the woods today. Teddy Bear, Teddy Bear, Turn Around 5 in a Bed.	5 Superheroes If I was a Superhero I'm a Superhero Superhero Parade How to be a Superhero	Let's Celebrate! Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy The Rama and Sita song	The Grand Old Duke Sing a Song of Sixpence There Was a Princess Humpty Dumpty Pussy cat pussy cat Old King Cole The Queen of Hearts	There's a Tiny Caterpillar on a Leaf I went to the cabbages one day Arabella Miller	3 Pigs We can build a house This little piggy Who's afraid of the big bad wolf?	Simple songs from different countries e.g. <i>see Charanga</i> <i>Shake The Papaya</i> <i>Frere Jacques (France)</i> <i>Mango Walk (Trinidad)</i> <i>La Cucharacha Mexico</i>

Reception UL Prime Areas

	Autumn 1 Me and My World LAT Baseline	Autumn 2 My Heroes (People who help us)	Autumn 3 Standing Ovation (Celebrations)	Spring 1 Castles, Knights and Dragons	Spring 2 Spring in Our Step	Summer 1 Where We Live	Summer 2 Science Detectives
C&L	- Engage in story time - Learn and use new vocab - Listening and attention - Articulate ideas and thoughts - Engage with non-fiction books	- Ask questions - Listen to and talk about stories	- Vocab - Rhyme- poem and song - Listen and talk about the story	- Vocab: connectives - Make predictions - Retell story - Listen and say rhymes and songs	- New vocab - Use talk to solve problems and organise thinking - Explain how things work and why they might happen - Ask Qs to find out more and check understanding	- Listen to and talk about stories to build understanding - Link events in a story to own experiences - Articulate ideas - Describe events in some detail	- Articulate ideas and thoughts in well formed sentences - Learn and use new vocab - Retell story using refrains and own words
Physical	- Know how to keep healthy - Manage the school day successfully	- Coordination and control in movement - Use tools competently - Safe handling	- Gain control - Negotiate space - Coordination, balance use tools competently and safely - Make and decorate cards	- Use large and small apparatus - Fine motor skills- tools	- Know how to keep healthy - Revise and refine fundamental movement skills	- Develop and refine ball skills - Develop competence and accuracy with ball skills	- Competence and accuracy with ball skills - Know how to keep healthy
PSED	- See themselves as a valuable individual - Manage own self-care	- Express feelings - Vocab: feelings - Awareness of others' feelings	- Build and maintain friendships - Express feelings - Perspective of others - Turn taking - Ask Qs about celebrations	- Build and maintain relationships - Show resilience and perseverance	- Show resilience and perseverance - Think about the perspectives of others	- Identify and moderate own feelings - Think about perspectives of others	- See themselves as a valuable individual - Express their feelings - Consider the feelings of others

Reception UL Specific Areas

	Autumn 1 Me and My World LAT Baseline	Autumn 2 My Heroes (People who help us)	Autumn 3 Standing Ovation (Celebrations)	Spring 1 Castles, Knights and Dragons	Spring 2 Spring in Our Step	Summer 1 Where We Live	Summer 2 Science Detectives
C&L	- Engage in story time - Learn and use new vocab - Listening and attention - Articulate ideas and thoughts - Engage with non-fiction books	- Ask questions - Listen to and talk about stories	- Vocab - Rhyme- poem and song - Listen and talk about the story	- Vocab: connectives - Make predictions - Retell story - Listen and say rhymes and songs	- New vocab - Use talk to solve problems and organise thinking - Explain how things work and why they might happen - Ask Qs to find out more and check understanding	- Listen to and talk about stories to build understanding - Link events in a story to own experiences - Articulate ideas - Describe events in some detail	- Articulate ideas and thoughts in well formed sentences - Learn and use new vocab - Retell story using refrains and own words
Physical	- Know how to keep healthy - Manage the school day successfully	- Coordination and control in movement - Use tools competently - Safe handling	- Gain control - Negotiate space - Coordination, balance use tools competently and safely - Make and decorate cards	- Use large and small apparatus - Fine motor skills- tools	- Know how to keep healthy - Revise and refine fundamental movement skills	- Develop and refine ball skills - Develop competence and accuracy with ball skills	- Competence and accuracy with ball skills - Know how to keep healthy
PSED	- See themselves as a valuable individual - Manage own self-care	- Express feelings - Vocab: feelings - Awareness of others' feelings	- Build and maintain friendships - Express feelings - Perspective of others - Turn taking - Ask Qs about celebrations	- Build and maintain relationships - Show resilience and perseverance	- Show resilience and perseverance - Think about the perspectives of others	- Identify and moderate own feelings - Think about perspectives of others	- See themselves as a valuable individual - Express their feelings - Consider the feelings of others

Reception UL Specific Areas: literacy and Maths

	Autumn 1 Me and My World LAT Baseline	Autumn 2 My Heroes (People who help us)	Autumn 3 Standing Ovation (Celebrations)	Spring 1 Castles, Knights and Dragons	Spring 2 Spring in Our Step	Summer 1 Where We Live	Summer 2 Science Detectives
Literacy	- Name writing to be taught - Answer what questions	- Hear initial sounds - Identify sounds (CVC) - Write letters	- Blend cvc - Identify initial sound - Retell and a story - Q: who, what, where - Name writing	- Creating narrative - Identify sounds in words - Write letters - Write simple captions and sentences	- Letter formation - Read simple phrases - Write simple captions and sentences	- Spell using sounds - Write sounds with letters - Write short sentences using letter/ sound correspondences	- Letter formation - Reread what they've written to check that it makes sense - Spell words using sound knowledge - Write short sentences
Maths	- Match and sort - Compare amounts - Compare size, mass, capacity - Explore pattern - Recognise 1,2,3 by counting and subitising	- Count 1:1 correspondence - Compare groups of objects - More, fewer - Recognise everyday shapes - Elklan: space, prepositions - Mathematical mark-making	- Count objects to 10 - Count beyond 20 - Match numeral to quantity - Subitize up to 5 1 more, 1 less to 5 - Shape: 2D-describe properties - Vocab: time lines	- Composition of 4 and 5 - Introduce '0' - Compare numbers to 5 - Compare length, weight and capacity - Count and subitise 6,7,8 - Make pairs - Combine 2 groups	- Length, weight and capacity - Elklan: Time - Recognise and represent 9 and 10 - Compare numbers to 10 - Number bonds to 10 - Shape and spatial reasoning - Create repeating patterns	- Numbers to 20 and beyond - Counting patterns beyond 10 - Spatial reasoning - Elklan: space-prepositions - Elklan: shape - Adding more - Taking away	- Number bonds 0-10 - Doubling - Sharing and grouping - Odds and evens - Spatial reasoning - Continue, copy and create repeated patterns - Deepen understanding-solve real maths problems in play

Reception UL Specific Areas: Understanding the World and Expressive Arts and Design

	Autumn 1 Me and My World LAT Baseline	Autumn 2 My Heroes (People who help us)	Autumn 3 Standing Ovation (Celebrations)	Spring 1 Castles, Knights and Dragons	Spring 2 Spring in Our Step	Summer 1 Where We Live	Summer 2 Science Detectives
UW	- Talk about members of their immediate family and community - Name and describe people who are familiar to them	- Compare and contrast characters from stories - Figures from the past - People who help us	- Celebrations - Similarities and differences - Places of worship- special places - Past	- Compare and contrast characters from stories - Figures from the past	- Explore the natural world - Describe what they see, hear and feel - Seasonal change	- Take information from a simple map - Recognize some similarities and differences between life in this country and in other countries	- Recognize some environments are different from the ones they live - Effect of changing seasons on the natural world
EAD	- Explore artistic effects to express ideas and feelings - Develop story lines in their pretend play	- Simple narratives in pretend play - Role play- people who help us - Printing - Collage - Den building	- Match movement to music - Sing- action songs - Music making - Dance - Handel's Fireworks	- Develop story lines in pretend play - Singing - Explore artistic effects to express ideas and feelings	- Explore, use and refine artistic effects - Refine ideas	- Listen, move to and talk about music, expressing feelings and responses - Sing-pitch, melody	- Watch and talk about dance and performance - Express feelings and responses - Music making and dance