

Reception Curriculum Intent

Our Intent

At Huncote Primary School, our Reception curriculum is designed to build upon the foundations established in pre-school and provide every child with the knowledge, vocabulary, skills and experiences needed to become confident, independent and successful learners.

We recognise that children arrive in Reception with a wide range of experiences and starting points. Our curriculum has therefore been carefully designed to provide rich opportunities for communication, language development, exploration and first-hand experiences whilst ensuring all children develop the essential knowledge and skills required for future success.

Through high-quality texts, purposeful play, direct teaching and meaningful experiences, children develop a secure understanding of themselves, their community and the wider world. Learning is organised through carefully sequenced themes and enquiry questions which allow children to revisit, deepen and connect knowledge over time.

Communication and language remain at the heart of everything we do. We believe that children who can listen attentively, communicate effectively and express their thinking confidently are best placed to succeed across the curriculum.

Our curriculum promotes curiosity, creativity, resilience and independence. Through carefully planned continuous provision and high-quality adult interactions, children are supported to think critically, solve problems, collaborate with others and develop positive attitudes towards learning.

By the end of Reception, we aim for all children to be confident communicators, enthusiastic readers, capable mathematicians, curious explorers and resilient learners who are fully prepared for the transition into Year 1.

Our Curriculum Drivers

- 🗣️ **Oracy and Vocabulary** Children develop the language and confidence to communicate their ideas, explain their thinking and engage successfully with others.
- 🌍 **Knowledge and Curiosity** Children develop a deep understanding of themselves, their local community and the wider world through meaningful experiences and enquiry.
- ★ **Independence and Resilience** Children learn to make decisions, solve problems, persevere with challenges and take increasing responsibility for their learning.

Inclusion

Inclusion is at the heart of our reception curriculum.

We recognise that children develop at different rates and may require different levels of support to access learning. Through responsive teaching, skilled adult interactions, adapted provision and personalised support, we ensure that all children, including those with SEND, are fully included in classroom life and can engage successfully with the knowledge, vocabulary, experiences and opportunities our curriculum provides.

Every child is valued as an individual and supported to flourish academically, socially and emotionally.



Our Reception Curriculum Layer Cake



How Our Curriculum is Built

Just like a cake, each layer of our reception curriculum has a specific purpose. Every layer supports the one above it, ensuring that children develop the knowledge, skills, vocabulary and characteristics needed to flourish.

Tier 1: Our Foundations

Early Excellence Continuous Provision Guidance

This is the foundation layer of our curriculum.

The Early Excellence model provides the underpinning principles of effective Early Years practice. It helps us create high-quality learning environments where children are encouraged to:

- Play and explore
- Develop independence
- Build positive relationships
- Become active learners
- Think critically and solve problems
- Learn through meaningful experiences

This layer provides the pedagogical foundation on which our curriculum is built.

Tier 2: Our Huncote Curriculum

Built upon these foundations is our carefully sequenced Huncote Reception Curriculum.

Our curriculum has been specifically designed around:

- The needs of our children
- The EYFS Framework

- Progressive knowledge and skills
- Vocabulary development
- First-hand experiences
- Subject-specific learning in History, Geography, Science and the wider curriculum

Through enquiry questions, high-quality texts, direct teaching and practical experiences, children progressively build knowledge and understanding across the year.

Tier 3: Enhanced Continuous Provision

Continuous provision is where learning comes alive.

Each area of provision is deliberately enhanced to reflect:

- Current curriculum themes
- Vocabulary focus
- Enquiry questions
- Children's interests
- Key knowledge and skills

Children revisit, practise and apply their learning independently through purposeful play.

Adults extend learning through:

- High-quality interactions
 - Modelling language
 - Questioning
 - Challenge
 - Observation and assessment
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Tier 4: Vocabulary and Oracy

Threaded throughout every layer is a rich focus on communication and language.

Children develop:

- Tier 2 vocabulary
- Subject-specific vocabulary
- Story language
- Communication skills
- Confidence in speaking and listening

Vocabulary is explicitly taught, revisited and applied across all areas of provision.

The Cherry on Top

Our End Point

By the end of Reception, children are:

- 🍒 Confident communicators
- 🍒 Curious learners
- 🍒 Independent and resilient
- 🍒 Able to apply knowledge across different contexts
- 🍒 Ready for the challenges of Year 1

Through a combination of strong pedagogy, ambitious curriculum content, rich vocabulary and purposeful provision, children develop the knowledge, skills and attitudes needed to become lifelong learners.

By the end of Reception, we aim for all children, including those with SEND, to have made strong progress from their starting points and to be ready for the next stage of their education.





Reception Overview 2025-2026

The reception class **at Huncote Primary School** follows the Early Years Foundation Stage Curriculum which is the statutory framework that sets out children's learning and development in the Foundation Stage. Our curriculum is based on the 7 areas of learning, and we aim to incorporate the children's interests. We have a cross-curricular approach to teaching which means that we introduce a theme of work and build learning opportunities around that theme whilst aiming to incorporate the **children's interests**.

Each cohort varies in pre-school experiences/prior learning opportunities, and we aim to **enhance the experience** and **opportunities** available to all children through our curriculum and ultimately create a **LOVE OF LEARNING**

Children are taught through a range of ways including whole class discussions, discrete lessons, group work, paired activities, and individual tasks.

Alongside working in the classroom provision where adults will use questioning to support and extend learning.

The overview listed below provides a framework of the skills and knowledge the children will gain and use during their reception year but is also a working document which will develop throughout the year.

	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (4 weeks)	Summer 1 (8 weeks)	Summer 2 (5 weeks)
General Themes	I am Unique!	Autumn Magic	Winter detectives	Growing and Glowing!	Animal Kingdom	Wish you were here...
Enquiry questions	What makes me special and different from everyone else?	What magical changes can we see in the world around us during autumn?	What clues can we find to show that winter is here?	How do things grow and change?	How are animals from the wild and the farm different and the same?	What makes the seaside a special place to visit?
	Starting school / getting to know my new class. Creating and agreeing on our		Explore being Detectives Explore changing	EASTER (1 WEEK)	Discover African culture.	Explore changing seasons from Spring to Summer- Summer Walk Holiday destinations —

	Classroom charter Explore Uniqueness — our special characteristics Focus on how we are unique? Celebrating our senses Learning to be part of our Huncote family and importance of being kind and making friends.	Explore changing seasons from Summer to Autumn Autumn walks Exploring what happens when we fall asleep at nighttime. Bedtime routines and wishing upon a shooting star. Making magic potions Investigating nocturnal/diurnal animals using a dark box hibernation Festivals of light including bonfire night And Diwali Discover the night sky — explore space and the stars! Design a new planet. CHRISTMAS! The Snowman The Christmas Story	seasons from Autumn to Winter. — Winter Walk Keeping warm in winter Find out about animals that live in cold places Penguins CHINESE NEW YEAR (1 WEEK) Discover about the Year of the Horse Explore story of Chinese New Year. Explore animals of the zodiac What year were you born in? Pancake day	Explore signs of Spring Easter. 	Lion facts Explore how we can make a difference by Adopting an animal.	where might we go on holiday? What do we need to pack? How might we get there? Explore travelling in the past. Keeping cool in Summer Send a postcard — wish you were here! Sing I do like to be beside the seaside... Who lives under the sea? Go on a deep-sea adventure Holidays in the past Seaside traditions e.g. Punch and Judy!
Key texts linked to out theme	Only one you All kinds of families Elmer All are welcome. All kinds of families	The leaf thief Leaf man What's in the kitchen? Winnie the witch	Jack Frost The snow thief Hello winter. A thing called snow. Mr. Wolf's pancakes	Yucky Worms The Tiny Seed Mad About Minibeasts! When Spring Comes	10 reasons to love a lion. Handa's surprise The ugly 5 Farmyard Hullabaloo	The snail and the whale Tiddler Commotion in the ocean

	The Colour of me	Room on the Broom Little Glow Rama and Sita		The flower thief	What the ladybird heard	Rainbow fish
Special Events	Harvest	Halloween Bonfire Night Diwali Children in Need Remembrance Christmas	Chinese New Year Shrove Tuesday	Easter		Sports Day
Trips and visits	Dr Ryan to visit PSED Local Area Walk-UW	Visit St James' Church UW-Christmas RE Whole School Pantomime	Travelling toybox UW-History		Trip to the farm UW-Science	
Parent partnership	Class Dojo Phonics meeting Phonics open morning	Class Dojo Parent Meetings Tricky words workshop Christmas Crafts Nativity performance	Class Dojo Maths Open morning Mother's Day	Class Dojo Parent Meetings Class Assembly	Class Dojo	Class Dojo Father's Day Sports Day Book Look Reports
Assessment opportunities	RBA Baseline School Baseline Name writing Little Wandle WellComm Self-portraits	School Data point Writing standardisation Name writing Little Wandle Tricky words Self-Portraits Tansley tests (Big Moves)	Little Wandle Tricky words Maths Name writing	School Data point Little Wandle Tricky words Maths Writing standardisation Name writing	School Data point Little Wandle Tricky words Maths Name writing	Early Learning Goals Writing standardisation Tricky words Little Wandle Name writing
CAL	Listen to and talk about longer stories Pay attention to more than one thing at a time Use a wider range of vocabulary. Understand a question or instruction that has two parts Understand 'why' questions. Sing a large repertoire of songs and rhymes Talk about familiar books & tell a long story. Develop their communication skills Develop their pronunciation Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play		Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.		Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary.	

		Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		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 and support from their teacher.		
Oracy Expectations	Physical • To speak audibly so they can be heard and understood • To use gestures to support meaning in play Linguistic • To use talk in play to practice new vocabulary • To join phrases with words such as 'if', 'because' 'so' 'could' 'but' Cognitive • To use 'because' to develop their ideas • To make relevant contributions and asks questions • To describe events that have happened to them in detail Social and Emotional • To look at someone who is speaking to them • To take turns to speak when working in a group Teaching Ideas • Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown-up shopkeeper!' • Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. • Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'. • Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. • Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me about your favourite colour in a playground voice!' • Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?					
PSED	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Jigsaw Units Whole School Approach	Key Knowledge Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed	Key Knowledge Know what being proud means and that people can be proud of different things Know that people can be good at different things	Key Knowledge Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind	Key Knowledge Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy	Key Knowledge Know what a family is Know that different people in a family have different responsibilities (jobs)	Key Knowledge Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are



**These
units link
to the
whole
school
PSHE
planning**

Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily Key Skills Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting	Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship Key Skills Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about other successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up	Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal Key Skills Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success	Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers Key Skills Recognise how exercise makes them feel Recognise how different foods can make them feel Can explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them	Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry Key Skills Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset	feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on Key Skills Can identify how they have changed from a baby Can say what might change for them as they get older Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify positive memories from the past year in school/ home
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		for themselves Recognise emotions when they or someone else is upset, frightened or angry				
No Outsiders We Belong 	Text- You Choose Learning Intention- I can Choose Enquiry Question- What do I choose?	Text: Red rockets and rainbow jelly – Sue Heap and Nick Sharatt. Learning intention: It's okay to like different things. Enquiry question: What does my friend like?	Text: Hello hello – Brendan Wenzel. Learning intention: To say hello. Enquiry question: What can I say when I meet someone new?	Text: Blue chameleon – Emily Gravett. Learning intention: To make a friend. Enquiry question: How do I make friends?	Text: The family book – Todd Parr. Learning intention: To understand all families are different. Enquiry question: How are families different?	Text: Super-duper you – Sophie Henn. Learning intention: To think about what makes me different. Enquiry question: How am I different?
Physical Development (Gross Motor) Get Set 4 PE  These units link to the whole school PE planning	Introduction to PE 2 Key knowledge I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. I use movement skills with developing balance and co-ordination. Key Skills Physical: run, jump, throw, catch, roll, skip	Dance Unit 2 Key knowledge I am confident to try new challenge and perform in front of others I can combine movements, selecting actions in response to the task I can negotiate space safely I follow instructions involving several ideas I show respect towards others when providing feedback I use movement skills with developing strength, balance and co-ordination Key Skills Physical: actions, dynamics, space Social: work safely, respect, collaboration	Gymnastics unit 2 Key knowledge I am confident to try new challenges. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration of myself and others. I follow instructions involving several ideas. I use movement skills with developing strength, balance and co-ordination. Key Skills Physical: Shapes, balances, jumps, rock and	Ball Skills 2 Key knowledge I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration for the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy. Key Skills Physical: roll, track, throw, dribble with hands, dribble with feet, kick and catch	Fundamentals 2 Key knowledge I am confident to try new challenges, deciding on the skills I use to complete the task. I can negotiate space safely, with consideration for myself and others. I follow instructions involving several ideas and actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use movement skills with developing balance and co-ordination.	Games 2 Key knowledge I can negotiate space safely. I follow instructions involving several ideas. I can play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and regulate my behaviour. I use ball skills with developing competence and accuracy. Key Skills Physical: run, change direction, throw, catch, strike

	Social: work safely, co-operation, support others, communication Emotional: honesty, confidence, perseverance, determination	Emotional: confidence, independence	roll, barrel roll, straight roll, progression towards a forward's roll Social: work safely, collaboration, share and take turns, support each other Emotional: determination and confidence Thinking: comprehension, creativity, select and apply	Social: co-operation, take turns, work safely, communication Emotional: perseverance, independence, determination, honesty, Thinking: comprehension, use tactics	Key Skills Physical: running, jump, hop, balance, change direction, travel Social: work safely, support others, share and take turns, co-operation Emotional: perseverance, honesty, determination, confidence, acceptance Thinking: comprehension, creativity, select and apply, exploration	Social: communication, help others, respect, take turns, co-operation Emotional: perseverance, honesty, determination, and managing emotions Thinking: comprehension, decision making, select and apply, reflection
Physical development Squiggle whilst we wiggle! (2-3 weeks spent on each move)	Squiggle move 1 i,l,t Squiggle move 2 Pre-cursive Squiggle move 3 c,o,a,d	Squiggle move 4 m,n,r,u Squiggle move 5 q,p,h,k,b,y,g,j,f	Squiggle move 6 e Squiggle move 8 s	Squiggle move 9 v,w,x,z		
Literacy Phonics Little Wandle	Phase 2 Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 ck e u r Week 5 h b f l Tricky Words- is, I, the	Phase 2 Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu words with s Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits)	Phase 3 Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure	Phase 3 Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words	Phase 4 Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words	Phase 4 Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCVCV CCV CCVCC Week 3 Phase 4 words ending -s /s/



• words ending s /z/ (his) and with s /z/ added at the end (bags)
Week 6 Assessment and review lessons

Tricky words-
put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of ,we, me, be

Week 5 longer words
Week 6 Assessment and review lessons

Tricky words
was, you, they, my, by, all, are, sure, pure

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 the middle /z/ s words ending -s words with -es at end /z/
Week 6 Assessment and review lessons

Tricky words
review all taught so far and secure spelling

Week 4 longer words compound words
Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est
Week 6 Assessment and review lessons

Tricky words
said, so, have, like, some, come, love, do, were, here, little, says, there, when , what, one, out, today

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/
Week 5 root word ending in: -er, -est longer words
Week 6 Assessment and review lessons

Tricky words
review all taught so far and secure spelling





Talk 4 Writing in Reception 2026-2027

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Text	Billy's Beetle	The Enormous Turnip	Goldilocks and the Three Bears	The Runaway Pancake	5 Reasons to Love a Lion	My Trip to the farm	Three Billy Goats Gruff	Seaside Poetry
Genre	Lost and found	Cumulative Tale	Finding Tale	Instructions	Non-fiction	Recount	Defeating the Monster Tale	Poetry
Vocabulary focus	beetle, lost, found, search, discover, tiny, journey, alone, worried, relieved	enormous, giant, pull, tug, heave, harvest, teamwork, join, together, strength	cottage, forest, enormous, medium, tiny, curious, surprised, disappointed, comfortable, delicious	ingredients, recipe, mixture, stir, whisk, chase, escape, quickly, carefully, delicious	lion, predator, habitat, savannah, pride, mane, powerful, protect, hunt, wild	visit, travelled, farmer, stable, field, tractor, feed, observe, experience, enjoyed	bridge, meadow, troll, trip-trap, grumpy, fierce, brave, challenge, defeat, escape	coast, shore, wave, splash, breeze, shell, sparkle, crashing, glistening, horizon
Oracy Outcome	Retell with actions and story map	Join in with repeated patterns	Retell and innovate story	Explain a process orally	Share facts orally	Retell an experience	Invent own version	Perform and recite
Written Outcome	Labels, initial sounds and	Captions	Character description	Instructions for making pancakes	Information writing	Simple recount writing	Independent own story	Simple poems

	simple captions							
Grammar Skills	Oral sentence construction, capital letters in names, finger spaces, simple sentence, determiner (my, a, the), adjectives (big, little)	Joining ideas using and , descriptive adjectives, prepositions (in, on, under), sentence rehearse-write-read	Adjectives, noun phrases, simple similes using like , conjunction but , oral compound sentences	Command language, sequencing words (first, next, then), prepositions, determiners, simple adverbs	Factual sentences, noun + adjective combinations, conjunction and , simple description, determiners	Past-tense oral retelling, conjunctions and and but , sentence expansion, prepositions, time language	Compound sentences using and and but , repeated story language, simple similes, descriptive phrases	Repetition for rhythm, repetition in description, adjectives, similes using like
Key Writing Skills	Vocabulary development, sequencing events, oral rehearsal	Retelling, sentence construction, story language	Descriptive vocabulary, composing sentences	Sequencing, command language, first/next/then	Subject vocabulary, fact writing	Chronological language, recalling events	Story structure, sentence composition	Rhythm, vocabulary choice, creativity
Example of modelled sentences	My beetle is little.	The enormous turnip was big and heavy.	Goldilocks had curly hair like gold. The porridge was hot but tasty.	First mix the flour. Carefully stir the mixture.	The lion has a big mane. A strong lion can roar.	First, we went on a bus. Then we saw a brown goat. Next we played on the climbing frame and swings.	He walked and he walked and he walked. The troll was mean like a monster.	The sea was blue like a sapphire. Waves crashed and crashed and crashed.

						After that, we had lunch. We had a great time but then it was time to go home.	
Progression of Composition	Autumn Children will: - Learn and retell stories using actions - Join in with repeated refrains - Develop story vocabulary - Orally rehearse ideas - Give meaning to marks Writing may include: - Drawings - Labels - Name writing - Caption attempts		Spring Children will: - Retell stories independently - Describe characters and settings - Rehearse sentences before writing - Begin applying phonics in writing - Write simple captions Writing may include: - Labels - Captions - Character descriptions - Instructions - Lists		Summer Children will: - Compose sentences independently - Write for different purposes - Record facts and information - Recount experiences - Innovate familiar stories Writing may include: - Stories - Recounts - Information texts - Postcards - Poetry		
	Writing opportunities beyond Talk 4 Writing	Autumn 1 – I Am Unique	Autumn 2 – Autumn Magic Labels and	Spring 1 – Winter Detectives Detective notebooks	Spring 2 – Growing and Glowing Seed diaries Plant labels	Summer 1 – Animal Kingdom Animal fact files Adoption certificates Zookeeper records	Summer 2 – Wish You Were Here Postcards Holiday brochures Packing lists

<i>It's important to remember that this list is not exhaustive; there will also be opportunities linked to the children's interests.</i>	Name writing and labels for self-portraits Family captions and simple sentence writing "All About Me" booklets Classroom charter contributions Birthday cards/messages for classmates Lists of favourite things Independent mark making and writing in role play areas	captions from autumn walks Leaf and nature fact cards Potion recipes and ingredient lists Diwali cards and messages Christmas wish lists Letters to Father Christmas Night-time animal fact writing	Weather charts and observations Winter walk captions Penguin fact files Chinese New Year cards and invitations Zodiac animal labels Pancake shopping lists Pancake topping surveys Simple instructions linked to cooking	Growth observations Easter cards Easter hunt clues Simple recounts of planting activities Caterpillar to butterfly life cycle captions	Farm visit recounts Animal comparison charts Labels for habitats Veterinary role-play records African animal information posters Questions for visitors or farm staff	Travel tickets Seaside menus Beach safety posters Underwater creature fact cards Holiday recounts Maps with labels and captions Messages in bottles
Continuous Writing Opportunities Throughout the Year	• Pre-writing symbols • Message centre • Shopping lists in provision • Sign making inside/outside • Labels and captions in small world play • Role-play forms (doctor, vet, café, travel agent) • Speech bubbles for story characters • Whiteboard challenges • Outdoor writing stations					

- Large scale mark making
 - Class books
- Simple non-fiction books linked to current learning
- Writing linked to Wonder Monday observations
 - Weather journals
- Science recording sheets
- Talking Box prompts
- Cards/envelopes

How do children become writers across the year?

End of Year Outcome

By the end of Reception, children will be able to:

- Orally retell familiar stories with confidence.
- Use story language and recently introduced vocabulary.
 - Compose sentences verbally before writing.
 - Apply taught phonics when writing independently.
- Write for a range of purposes including stories, recounts, instructions and information texts.
 - Create their own adaptations of familiar stories.

Supports children to achieve the Writing ELG by:

- Writing recognisable letters.
- Using phonic knowledge.
- Writing simple phrases and sentences.
- Recording ideas independently.

Little Wandle Handwriting	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) 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) • z, k (Week 13)	Unit 6: Capital letters • 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)	Unit 7: Digraphs and trigraphs • ff, ll, ss (Week 26) • zz, ck, qu (Week 27) • ch, sh, th (Week 28) • ng, nk, ai (Week 29) • ee, igh, oa (Week 30) Assess and review week (Week 31 – before or after half-term) • oo, ar, or (Week 32) • ur, ow, oi (Week 33) • ear, air, er plus Assess and review (Week 34)
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Maths

White Rose



These units
link to the
whole
school
maths
planning

Match, sort and compare

- I can find and match objects which are the same.
- I can match objects and pictures and talk about how they are the same and different.
- I can identify a set of objects.
- I can talk about how items have been sorted based on their attributes.
- I can sort objects into sets based on their attributes.
- I can identify objects in a sorted set that do not follow the sorting rule.
- I can use the words 'more', 'fewer' and 'same' to compare and describe sets.

Talk about measure and patterns

- I can compare the size of different objects.
- I can compare the mass of different objects.
- I can compare the capacity of different objects.
- I can recognise simple patterns.
- I can copy and continue simple patterns.
- I can create simple patterns.

It's me 1, 2, 3

- I can match number names to numerals and quantities.
- I can subitise groups of one, two and three.
- I can create representations of one, two and three. I can count up to three objects accurately.
- I know that when I count, each number is one more than the one before.
- I know that when I count backwards, each number is one less than the one before.
- I can talk about the composition of two and three.

Circles and triangles

- I can identify and name circles.
- I can identify and name triangles.
- I can describe the properties of circles and triangles.
- I can compare circles and triangles using words like 'same' and 'different'.
- I can recognise when shapes are 'almost' circles or triangles.
- I can notice circles and triangles in the environment.
- I can use and understand positional language.

1,2,3,4,5

- I can match number names to numerals and quantities.

Alive in 5

- I can recognise when there is 0 of something.
- I can find representations of 0-5.
- I can subitise groups to 5.
- I can create representations of numbers from 0-5.
- I can find one more for numbers from 0-5.
- I can find one less for numbers from 0-5.
- I can talk about different ways to make the numbers 0-5.
- I can see the smaller parts within whole numbers.

Mass and Capacity

- I can compare mass using words such as 'heavier' and 'lighter'.
- I know how to make a set of scales balance.
- I understand that when scales are balanced, each side has the same mass.
- I can use words like 'tall', 'thin', 'narrow', 'wide' and 'shallow' when describing containers
- I can use different materials, such as water, sand and loose parts to measure capacity.
- I can compare the capacity of different containers, using words like 'more'/'less' and 'most'/'least'

Growing 6,7,8,

- I can find and represent 6, 7 and 8.
- I can find one more and one less up to 8. I can partition numbers up to 8 in different ways.
- I can make pairs and recognise when an odd one is left over.
- I can find doubles to 8.
- I can make doubles to 8. I can combine two groups to work out how many I have altogether.
- I can subitise and recognise smaller groups within numbers up to 8

Length, Height, Time

- I can use language to describe length and height.
- I can compare items directly by length and height.
- I can put items in order from shortest to tallest or longest.
- I can measure length and height using objects.
- I can compare length and height indirectly using objects.
- I can explore time using timers.
- I can talk about the sequence of an activity.
- I can name the days of the week and talk about events in my week

To 20 and beyond

- I can build numbers to 13.
- I can recognise number patterns for numbers to 13.
- I can build numbers from 14 to 20.
- I can recognise number patterns for numbers from 14 to 20.
- I can say the numbers to 20 and beyond.
- I can talk about counting patterns beyond 20.

How many now?

- I know that when I add objects to a group, the total quantity will change.
- I can use the 'first, then, now' structure to say a number story about adding more.
- I can create and represent a number story about adding more using a ten-frame.
- When I add more, I can find how many there are altogether by counting all of the objects or by counting on from the first number.
- I know that when I take objects away from a group, the total quantity will change.
- I can use the 'first, then, now' structure to say a number story about taking away.
- I can create and represent a number story about taking away using a ten-frame.

Manipulate, compose and decompose

- I can select shapes for a purpose.
- I can explore how shapes can be rotated.
- I can manipulate shapes to fit into a space or create pictures.
- I can identify shapes and describe their positions.
- I can combine shapes to make new shapes.
- I can separate shapes to create new shapes.
- I can copy 2D shape pictures.
- I can find 2D shapes within 3D shapes.

Sharing and Grouping

- I can recognise when objects have been shared fairly (equally) and unfairly (unequally).
- I can share a small quantity equally.
- I can recognise that some quantities can be shared equally and some can't.
- I can arrange small quantities into equal groups.

	I can subitise groups of four and five. I can create representations of four and five. I know that when I count, each number is one more than the one before. I know that when I count backwards, each number is one less than the one before. I can talk about the ways to make four and five. I can talk about the different ways I can make the numbers one to five. Shapes with 4 sides I can identify and name shapes with four sides. I can recognise that squares and rectangles have four straight sides and four corners. I can combine shapes with four sides to make other shapes. I can recognise squares and rectangles in the world around me. I can talk about day and night. I can use time-related language to describe events. I can measure time by counting the days or sleeps until a special event.	Building 9 and 10 I can find and represent the numbers 9 and 10 in different ways. I can compare numbers to 10 using one-to-one correspondence. I can subitise small groups to identify a larger number. I can find one more and one less for a number up to 10. I can see a whole number to 10 and its parts. I can explore different arrangements of 10. I can explore bonds to 10 in two and three parts. I can find and make a double to 10. I can recognise odd and even numbers to 10 Explore 3D Shapes I can name and describe 3D shapes. I can find 2D shapes within 3D shapes. I can choose 3D shapes for different tasks. I can find 2D and 3D shapes in the environment. I can see more complex patterns. I can copy and continue a pattern. I can notice patterns in the environment.	I can recognise that some quantities can be arranged into equal groups and some can't. I can identify whether a number is odd or even by trying to share it into two equal groups. I can make doubles of numbers. I am beginning to recall some doubles facts automatically. I can look at a double and tell you which number has been doubled to make it. Visualise, build and map I can talk about a pattern and identify what comes next. I can describe a pattern that I have made and talk about the pattern rule. I can replicate a scene and describe the position of the objects. I can follow instructions to create a model. I can explore and talk about what's on a map. I can create a map, talk about it and describe a route.
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Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and churches to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

What Science Looks Like in EYFS (Reception)

In Reception, science is embedded within the Understanding the World area of learning, with a strong emphasis on exploring the natural environment and developing a sense of curiosity and care for the world around us.

Focus: Seasonal Change and the Natural World

The main focus is on exploring the outdoor environment and understanding the natural features and changes each season brings. Children are encouraged to observe and describe the weather, noting seasonal features such as temperature, daylight, and plant changes. Opportunities are provided to record weather patterns, using simple charts or drawings. Carefully selected seasonal texts are shared to deepen understanding and vocabulary.

Forest Friday

Weekly Forest Friday sessions allow children to:
Observe the natural world first-hand.
Notice how animals behave differently across the seasons (e.g., hibernation, nocturnal habits).
Develop focused observation skills and describe what they see, hear, and feel.
Take supported risks in a safe outdoor environment, building confidence and resilience.

Everyday Scientific Thinking

Children are encouraged to:
Incorporate their understanding of seasons and weather into their play.
Engage in awe and wonder moments, such as exploring floating and sinking in the water area or discovering how ramps affect movement.
Use scientific vocabulary to describe plants, animals, and natural phenomena.
Recognise and name familiar plants and animals in their environment.

Caring for the Natural World

Children are given frequent opportunities for hands-on outdoor exploration.
They are encouraged to touch, smell, and listen to the world around them, fostering a deep connection with nature.
Discussions are facilitated around how we care for the environment, promoting respect and responsibility.

UW- Science	Humans <i>Who is in my family?</i>	Seasonal changes <i>Why are there leaves on the floor? Where does a mouse live?</i>	Materials/Seasonal changes <i>Which material would be best for building a new bed for baby bear?</i>	Plants <i>How can we take care of our garden?</i>	Animals <i>Why is our world special?</i>	Humans (linked to Jigsaw unit) <i>What can our amazing bodies do?</i>
Key knowledge/skills -know members of my immediate family, the	Key knowledge/skills -know members of my immediate family, the	Key knowledge/skills		Key knowledge/skills Reception will...	Key knowledge/skills Reception will...	

These units link to the whole

school science planning	names of people who are familiar to me, and people in my community See themselves as a valuable individual. Manage their own needs. Can describe themselves, family, friends and community. Can create pictures of themselves, family, friends and community and identify their distinguishing features. Can talk about what they see when using a mirror.	Observe the season of autumn by going on a walk of the local area. Observe changes in leaves during Autumn using magnifying glasses Learn about different environments/habitats of animals and make comparisons to the local area	<i>How do we know it's Winter?</i> Key knowledge/skills Reception will... - Explore a range of different materials and observe the different properties of materials. - Observe changes in materials from solids to liquids Explore hard and soft material	-Explore their local environment to observe what is growing -learn how to take care of plants Plant their own seeds and observe them growing -learn about the lifecycle of a seed -observe caterpillars changing into butterflies	-Learn about different animals on the farm and their roles -Begin to learn where different food comes from -learn about farm animals and their young -visit a farm and get to hold animals	Key knowledge/skills Reception will... Learn about the parts of the human body -begin to understand the important role of each body part -learn how to stay healthy and take care of our bodies
Scientific Knowledge	Autumn Know body parts Know my senses Know living things need care Know signs of autumn Know signs of winter		Spring Know plants need water, light and care to grow. Know seeds grow into plants. Know materials can change. Know materials can change.		Summer Know animals have different habitats. Know farm animals and their offspring Know how humans stay healthy Know similarities and difference between animals	



What History Looks Like in Reception

In Reception, history is about helping children develop a sense of time, change, and the past through meaningful, hands-on experiences. It's not about dates—it's about stories, memories, and understanding how things were different before.

Throughout the year, we will create our own class timeline to show 'key' events that children have experienced during the year. The aim to promote discussion and memories together.



Personal and Family History

Children talk about their own life story and important events, like birthdays or holidays.

They share family traditions and learn that people have different experiences.

We use photos, baby pictures, and memory boxes to help children reflect on how they've grown and changed.



Storytelling and the Past

We read stories set in the past and talk about how life was different—clothes, homes, transport, toys. For example, Peepo.

Children explore historical figures and events through books, role play, and celebrations (e.g., Remembrance Day, Bonfire Night).

We encourage them to ask questions like, “What was it like back then?” or “Why did they do that?”

Old and New

Children compare old and new objects, such as toys, phones, or household items.

They explore how things change over time, using real artefacts, photos, and hands-on activities.

We use sorting games and discussions to help them notice differences and similarities.

Talking About Time

Children begin to use language related to time, such as “yesterday,” “a long time ago,” and “when I was a baby.”

We help them understand sequencing—what happened first, next, and last.

Visual timelines and daily routines support their understanding of past, present, and future.

UW- History These units link to the whole school History planning	How has our family changed over the years? Key knowledge Understand who is in their immediate and extended family (e.g. parents, grandparents, siblings, aunts/uncles). Recognise that people grow and change (e.g. babies become children, then adults). Understand that family members were once children too. Begin to sequence events in their own lives (e.g. baby → toddler → now). Use simple timelines or photo sequences. Identify differences in family life now and in the past (e.g. toys, homes, jobs, clothing, celebrations).	What were toys like long ago? Key knowledge Recognise that toys have changed over time in materials, design, and how they are used. Understand that old toys were often made from wood, metal, or fabric, while modern toys are often plastic or electronic. Know that toys today may use batteries, lights, or screens, which were not available in the past. Begin to understand that toys from the past were used by parents or grandparents when they were children. Learn about old toys through photos, real artefacts, videos, and stories from older people. Recognise that children in the past also played, but their toys and games were different. Identify toys that have stayed the same (e.g. dolls, balls) and those that have changed (e.g. video games).	What does it mean to be famous? Key knowledge Understand that some people are remembered because they did something important, helpful, brave, or inspiring. Learn about a few well-known individuals from the past and present (e.g. Florence Nightingale, David Attenborough, Rosa Parks, astronauts, monarchs, or local heroes). Know that people can be famous for different reasons: helping others, inventing something, being brave, performing, or leading. Recognise that some famous people lived a long time ago and others are alive today. Learn about famous people through books, stories, photos, videos, and role play. Begin to understand how the actions of famous people can affect others and be remembered over time.
History knowledge	Know who is in my family Know I was once a baby Understand ‘then’ and ‘now’	Know toys have changed over time Know my grandparents lived differently Compare old and new	Know some people are famous because they achieved important things. Know some famous people lived long ago and some live today. Understand people can make a difference.

UW- Geography

**These
units link
to the
whole
school
geograph
y
planning**

What Geography Looks Like in EYFS Reception?

In Reception, geography is all about helping children make sense of their **immediate environment** and the **wider world**. It's rooted in exploration, observation, and meaningful conversations.

Understanding the World Around Them

Children begin to **notice and talk about places** they know—like their home, school, or local park. They explore **maps, globes, and simple plans**, learning that symbols can represent real places. We introduce **positional language** (e.g., next to, behind, under) through play and storytelling.

Exploring the Local Area

Walks around the school or neighbourhood help children:

Notice **features of the environment** (buildings, roads, nature).

Talk about **what they see and how places are used**.

Compare different places (e.g., “This park has a pond, but the other one doesn’t”).

Weather and Seasons

Children observe and talk about **daily weather** and **seasonal changes**.

They begin to understand how weather affects what we wear and do.

We link this to **places around the world**, helping children see that not everywhere is the same.

People, Culture, and Communities

Through stories, celebrations, and role play, children learn about **different countries and cultures**.

They explore **similarities and differences** between their own lives and those of others.

We use books, photos, and videos to introduce **diverse environments**—from deserts to rainforests.

Play-Based Geography

Children build and explore **small world environments** (e.g., farms, towns, jungles).

They use **construction and loose parts** to create their own maps and landscapes.

We encourage them to **ask questions** like “Where does this animal live?” or “How do people get there?”

Geography Unit: What is a Map?

Focus: Exploring maps through the lens of the children’s **local area** (e.g. Huncote or school grounds).

Substantive Knowledge (What children will know)

Understanding Maps

A map is a picture or drawing that shows what a place looks like from above.

Maps can show places like towns, parks, schools, and homes.

Symbols and colours on a map represent real things (e.g. trees, roads, buildings).

Features of the Local Area

Geography Unit: How Different Are Other Parts of Our Country?

Focus: Exploring and comparing different places in the UK to the children’s local area.

Substantive Knowledge (What children will know)

Places in the UK

The UK is made up of different places like **towns, cities, villages, countryside, coasts, and mountains**.

Examples of contrasting places: a **seaside town** (e.g. Blackpool), a **city** (e.g. London), and a **rural village** (e.g. Huncote).

Features of Different Places

Geography Unit: What are the differences between our country and others?

Focus: Exploring and comparing the UK with other countries around the world in a simple, age-appropriate way.

Substantive Knowledge (What children will know)

Countries and the World

The world is made up of many different countries.

The UK is one country, and there are others like **France, India, Kenya, China**, etc.

People live in different countries and may speak different languages, eat different foods, and wear different clothes.

	Key landmarks: school, post office, park, church, shops. Natural features: trees, rivers, fields, hills. Human features: roads, houses, playgrounds, buildings. Positional Language Use of terms like next to, behind, in front of, near, far, left, right. Understanding directions and routes (e.g. how to get from school to the park). Simple Map Reading Recognising familiar places on a simple map. Matching real-world features to symbols on a map. Following a simple route on a map (e.g. treasure hunt or school walk). Creating Maps Drawing simple maps of familiar places (e.g. classroom, playground, journey to school). Using symbols and labels to represent features.	Natural features: beaches, hills, rivers, forests. Human features: buildings, roads, bridges, shops. Some places are busy and have lots of people and traffic; others are quiet and have more nature. Comparing Places Children can talk about similarities and differences between where they live and other places. Use of photos, videos, stories, and maps to explore different environments. Weather and Environment Different places may have different weather or landscapes. Some places are by the sea, some are in the countryside, and some are in big cities. People and Communities People live in different types of homes and have different jobs depending on where they live. Children begin to understand that not everyone lives the same way.	Different Environments Some countries are hot, some are cold, some have jungles, deserts, or mountains. Children can describe what they see in pictures or videos of different places (e.g. animals, buildings, weather). Homes and Buildings Homes in other countries may look different (e.g. huts, apartments, houses on stilts). Buildings may be made from different materials depending on the climate and culture. Daily Life and Culture Children begin to understand that people in other countries may have different traditions, celebrations, and ways of life. They may eat different foods, wear different clothes, and go to different types of schools. Comparing with the UK Children can talk about similarities and differences between their own lives and the lives of children in other countries. They begin to develop respect and curiosity for other cultures and ways of living.
Geography Knowledge	Know features of the local area Know what a map is Use simple positional language	Know different places in the UK have different features Know urban, rural and coastal places look different Compare places to Huncote	Know different countries exist around the world Know people live differently around the world Compare the UK with other countries

Computing	Lesson 1: Who can help us online? Learning Objective To understand the meaning of 'online'. To discuss emotions. To understand whom, we can ask for help from. Vocabulary: Online, device, technology, apps, emotions, help	Lesson 2: How can we use technology to communicate? Learning objectives: What does 'communication' mean? How do we talk and share online? Who can we talk to or share with? Vocabulary: Online, relationships, personal information, communication, technology, internet, online, digital device, share, post, video call/FaceTime Lesson 3: What should we share online? Learning objectives: To identify ways that I can put information on the internet. Vocabulary: Online, information, share, digital, device, tablet, internet, camera, message.	Lesson 4: What is online bullying, and how should we deal with it? Learning objectives: To describe ways that some people can be unkind online. To offer examples of how this can make others feel. Vocabulary: Online bullying, cyber-bullying, digital devices, online, respect, comments, photograph, sharing.	Lesson 5: Can you find information online? Learning objectives: To talk about how to use the internet as a way of finding information online. To identify devices, I could use to access information on the internet Vocabulary: Online, keyboard, mouse, browser, search engine, Google.	Lesson 6: Can you find information online? Learning objectives: To identify rules that help keep us safe and healthy in and beyond the home when using technology. To give some simple examples of these rules Vocabulary: Online, safety, rules, personal information, digital devices, strangers, screen time, content	Lesson 7: What information should not be shared online? Learning objectives: To identify some simple examples of my personal information (e.g. name, address, birthday, age, location). To describe who would be trustworthy to share this information with; I can explain why they are trusted. Vocabulary: Online, safety, rules, personal information, digital devices, strangers, screen time, content Lesson 8: Who owns the information online? Learning objectives: To understand that work I create belongs to me. To name my work so that others know it belongs to me
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						Vocabulary: Ownership, copyright, digital device, upload, sharing, app.
UW- RE <i>These units link the whole school RE planning</i>	F4 Being Special: Where do we belong? What makes us feel special? What makes Christians believe they are special to God? Why do Christians believe that children are special to God? Where do we belong? How do you know you belong? What groups do religious people belong to? How do we show people are welcome? How are Christians welcomed into the family? How are some babies welcomed in the Muslim tradition? How do Hindu brothers and sisters show their love for	F2: Why do Christians perform Nativity plays at Christmas? Incarnation Was Jesus an adult? What is the story of the first Christmas? What do birthdays remember? What do people like to do on their birthdays? How do Christians celebrate Jesus's birthday? What special things do Christians do at Christmas to share god's love? What is precious to us? Why is Jesus precious to Christians? What does each part of a Christingle orange mean? What is Jesus's Golden rule?	F1: Why is the word 'God' so important to Christians? Creation & God What does the bible say about God? Why is God a VIP to Christians? How do Christians show that God is important to them? How did God create the world? How do Christians show respect for God's name? How does Jesus make God visible to Christians?	F3: Why do Christians put a cross in an Easter Garden? Salvation Why is a palm cross a special symbol to Christians? How do Christians use crosses to celebrate Easter? What is the Easter story? What would an Easter Garden look like? Why? What does forgiveness mean? What is special about Easter Sunday? Why is an egg a special symbol at Easter? Who would you light a candle for?	F5: What places are special and why? Where is special to me? Where is a special place for Christians to go? What makes a church special? Where is a holy place for Muslims to go to? What makes a mosque special? What is important in a church and a mosque? How are holy buildings similar and different? What is needed to make a truly special place of our own?	

	each other at a festival?				
F6: What times/stories are special and why?					
EAD- Art	Children are provided with daily opportunities to explore a wide range of art resources within the learning environment, encouraging creativity, self-expression, and the development of fine motor skills through open-ended, child-led experiences. These resources may link to interests or classroom themes				
These units link to the whole school art planning	Monochromatic Magic!			Chromatic Creations	Animal Adventures
	Exploring one colour in depth Understanding of Colour Theory What "monochromatic" means: using one colour and its shades (light and dark).			Exploring how different colours are created. Colour Identification and Classification Primary colours: Red, blue, yellow Secondary colours: Orange, green, purple (created by mixing primary colours)	Exploring Clay Art and Design Clay is a material that can be shaped, moulded, and textured. Tools such as rolling pins, sticks, and cutters can be used to change the shape and surface of clay.

	How to create tints and shades by mixing a base colour with white or black. Famous Artists and Art Movements Pablo Picasso – Blue Period: using one colour to express emotion. Ellsworth Kelly – Colour and shape exploration with single hues. Andy Goldsworthy – Using natural materials in a single colour palette. Yves Klein – Use of a signature colour (International Klein Blue) for impact. Artistic Techniques and Processes Mixing paint to create different shades. Creating collages using materials of one colour. Using natural materials to make art. Drawing or painting portraits with a limited palette. Art Vocabulary			Warm colours: Red, orange, yellow Cool colours: Blue, green, purple Colour Mixing and Change Understanding that new colours can be made by combining others Recognising that mixing is a process that leads to transformation Predicting outcomes of colour combinations Colour in the Environment and Art Colours are found in nature (leaves, flowers, sky, etc.) Artists use colour to express ideas, emotions, and stories Colour is a visual language used in creative expression Emotional and Sensory Associations Colours can evoke feelings (e.g.,	Sculptures are 3D artworks made by shaping materials like clay. Animals Animals have different features (e.g., fur, feathers, scales, tails, beaks). These features help us identify and describe animals. Animals live in different habitats (e.g., jungle, farm, ocean) and have different body parts suited to their environment. Physical Development Using hands and tools to manipulate clay helps develop fine motor skills. Different hand movements (pinching, rolling, pressing) create different effects in clay. Language and Communication Vocabulary related to texture and form: smooth, rough, bumpy, soft, hard, round, long, etc. Descriptive language for animal features:	
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	Words like: <i>monochrome, shade, tint, tone, mix, texture, collage, portrait.</i> Emotional and Expressive Use of Colour How colours can represent feelings or moods. Making choices in colour to express personal ideas or emotions.			blue = calm, red = energetic) Children begin to associate colours with moods and experiences Vocabulary development around emotions and sensory language	spiky, furry, scaly, long ears, short tail, etc.	
EAD-DT <i>These units link to the whole school design and technology planning</i>	Children have daily opportunities to explore design and technology through purposeful play and hands-on experiences across the provision. These activities support their development in expressive arts and design, physical development, and understanding the world, as they investigate materials, construct with intent, and solve problems creatively.					
		A home to hibernate. Understanding Hibernation Some animals hibernate to survive cold weather. Hibernating animals need a safe, warm, and dry place to rest. Examples of hibernating animals: hedgehogs, bears, frogs.	Vegetable soup Communication and Language Vocabulary development: Learning the names of vegetables (e.g., carrot, potato, leek), cooking tools (e.g., peeler, knife, pot), and actions (e.g., chop, stir, boil). Sequencing: Talking about the steps			Simply sewing! Cognitive and Learning Skills Pattern recognition: Following simple patterns or creating their own. Sequencing: Understanding the order of stitches and steps. Problem-solving: Working out how to

		Properties of Materials Materials have different properties (e.g. soft, hard, waterproof, warm). Some materials are better for insulation or protection. Junk materials can be reused and repurposed for building. Design and Construction Homes can be designed with specific purposes (e.g. warmth, shelter). Structures need to be stable and protective. Joining techniques (tape, glue, folding) help materials stay together. Evaluation and Improvement Designs can be tested and improved. Children can reflect on what worked well and what could be better.	involved in making soup in order. Descriptive language: Using senses to describe textures, smells, and tastes (e.g., “The carrot is crunchy,” “The soup smells warm and spicy”). Physical Development Fine motor skills: Peeling, chopping (with supervision), stirring. Hand-eye coordination: Pouring water, placing vegetables in a pot. Personal, Social and Emotional Development Teamwork: Working together to prepare the soup. Responsibility: Taking care with tools and ingredients. Confidence: Feeling proud of making something they can eat and share.			fix mistakes or thread the needle. Physical Development Fine motor skills: Controlling small movements to push the needle through holes. Hand-eye coordination: Aligning the needle with the correct hole. Grip strength and dexterity: Holding the needle and thread steadily. Personal, Social and Emotional Development Perseverance: Sticking with a task that requires concentration and patience. Independence: Managing tools and materials on their own. Pride and self-esteem: Feeling accomplished after completing a sewing piece.
EAD-Music	During fruit time, children are exposed to a variety of music genres, including classical, jazz, pop, and world music. This encourages discussion, curiosity, and appreciation of different sounds and cultures, helping to develop their listening skills and broadening their musical experiences.					

<i>These units link to the whole school music planning</i>	Autumn Musical Focus- Pulse <u>Musical Skills</u> Listen attentively to sounds. Use sounds to express experiences, ideas and feelings. Know how to play instruments properly to produce a musical sound. Sing the melodic shape of familiar songs. Keep a steady beat while playing instruments. Listen to recorded performances and live music making. Respond to pieces of music through: - expressing thoughts and feelings; - movement Recognise and respond to a steady beat by clapping or tapping along.	Light and Dark Musical Focus- Dynamics <u>Musical Skills</u> Respond to sounds, instruments and pieces of music through movement. Recognise and respond to contrasting sounds, e.g. soft and loud. Listen to recorded performances and live music-making sessions. Listen attentively to sounds. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Leads or is led by other children in their music-making. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Remembers and can sing entire songs.	Transport Musical Focus- Tempo <u>Musical Skills</u> Responds to sounds, instruments and pieces of music through movement. Recognises and responds to a steady beat by clapping or tapping along. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Identifies and matches instruments to their sounds Listens to recorded performances and live music-making sessions. Listens attentively to sounds. Responds to sounds, instruments and pieces of music through movement. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud.	Growing Musical Focus- Pitch <u>Musical Skills</u> Responds to sounds, instruments and pieces of music through movement. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Describes the sounds of different instruments. Listens to recorded performances and live music-making sessions. Listens attentively to sounds. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Responds to sounds, instruments and pieces of music through movement. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud.	Minibeasts Musical Focus- Rhythm <u>Musical Skills</u> Recognises and responds to a steady beat by clapping or tapping along. Responds to sounds, instruments and pieces of music through movement. Listens to recorded performances and live music-making sessions. Taps rhythms to accompany words. Recognises and responds to a steady beat by clapping or tapping along. Responds to sounds, instruments and pieces of music through movement. Remembers and can sing entire songs.	The Seaside Musical Focus- Exploring instruments <u>Musical Skills</u> Responds to sounds, instruments and pieces of music through expressing thoughts and feelings. Listens to recorded performances and live music-making sessions. Describes the sounds of different instruments. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Sings the melodic shape of familiar songs. Leads or is led by other children in their music-making. Explores the sounds of different instruments, recognising how they can be changed.
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	Listen to recorded performances and live music making. Respond to pieces of music through mark making and drawing	Sings the melodic shape of familiar songs. Improvises own songs based on familiar songs or nursery rhymes by changing some of the words. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Uses sounds to express experiences, ideas and feelings. Play instruments with increasing control to play different dynamics and tempos. Explores the sounds of different instruments, recognising how they can be changed. Knows how to play instruments properly to produce a musical sound	Listens to recorded performances and live music-making sessions. Plays instruments with increasing control to play different dynamics and tempi. Leads or is led by other children in their music-making. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Remembers and can sing entire songs. Sings the melodic shape of familiar songs. Recognises and responds to a steady beat by clapping or tapping along. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Uses voice creatively in singing games, e.g. speaking, chanting, singing.	Listens attentively to sounds. Is able to 'pitch match'. Sings the melodic shape of familiar songs. Remember and can sing entire songs. Leads or is led by other children in their music-making activities. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Listens attentively to sounds. Leads or is led by other children in their music-making activities. Listens attentively to sounds. Is able to 'pitch match'. Sings the melodic shape of familiar songs. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Enjoys performing solo and in groups. Uses voice creatively in singing games, e.g. speaking, chanting, singing.	Sings the melodic shape of familiar songs. Listens attentively to sounds. Recognises and responds to a steady beat by clapping or tapping along. Responds to sounds, instruments and pieces of music through movement. Remembers and can sing entire songs. Sings the melodic shape of familiar songs. Listens attentively to sounds. Leads or is led by other children in their music-making. Taps rhythms to accompany words. Plays instruments with increasing control. Taps rhythms to accompany words.	Plays instruments with increasing control to play different dynamics and tempi. Knows how to play instruments properly to produce a musical sound. Keeps a steady beat while playing instruments. Enjoys performing solo and in groups. Recognise and respond to a steady beat by clapping or tapping along. Sings the melodic shape of familiar songs. Explores the sounds of different instruments, recognising how they can be changed. Plays instruments with increasing control to play different dynamics and tempi. Knows how to play instruments properly
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			Leads or is led by other children in their music-making. Keeps a steady beat while playing instruments. Identifies and matches instruments to their sounds. Listens to recorded performances and live music-making sessions. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Uses sounds to express experiences, ideas and feelings.	Responds to sounds, instruments and pieces of music through mark making/drawing.	Plays instruments with increasing control. Enjoys performing solo and in groups. Knows how to play instruments properly to produce a musical sound. Leads or is led by other children in their music-making.	to produce a musical sound. Keeps a steady beat while playing instruments. Listens to recorded performances and live music-making. Improvises own songs based on familiar songs or nursery rhymes by changing some of the words. Sings the melodic shape of familiar songs. Enjoys performing solo and in groups. Describes the sounds of different instruments. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Explores the sounds of different instruments, recognising how they can be changed.
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						Uses sounds to express experiences, ideas and feelings. Creates music based on a theme. Plays instruments with increasing control to play different dynamics and tempi. Knows how to play instruments properly to produce a musical sound.
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Sticky Knowledge- Autumn 1

'I am Unique'

What makes me special and different from everyone else?

Building on Learning from Pre-School: All About Me

Children already:

- Know they belong to a family.
- Can talk about likes and dislikes.
- Can name some body parts.
- Can recognise familiar emotions.
- Can talk about similarities and differences between people.

Personal, Social and Emotional

Development

- I am unique and special.
- Everyone is different and that is okay.
- I belong to my family and my school community.
- We can be kind and helpful to others.

Science (Humans)

- My body has different parts.
- I use my senses to learn about the world.
- Families are made up of different people.

History

- I was once a baby.
- People grow and change as they get older.
- My family has changed over time.

Communication and Language

- We listen when others are talking.
- We can use words to share our ideas and feelings

Core Vocabulary

Children should confidently understand and begin to use:

unique
family
friend
belong
same
different
community
senses
special
describe

"I Know..."



I know that I am special and unique.
I know that families can be different.
I know I belong to my family and my class.
I know I use my senses to learn about the world.
I know that people grow and change over time.
I know some features of my local area.



Sticky Knowledge- Autumn 2

‘Autumn Magic’

What magical changes can we see in the world around us?

Building on Learning from Pre-School: In My Community and Out of This World

Children already:

- Know some people who help them.
- Have explored celebrations such as Christmas and Diwali.
- Have observed winter seasonal changes.
- Know that the Moon and stars are found in space.

Understanding the World (Science)

- Autumn is a season.
- In autumn, leaves change colour and fall from trees.
- The weather becomes colder as we move from summer to autumn.
- Different animals live in different habitats.
- Some animals are nocturnal and are awake at night.
- Some animals hibernate during colder months

Geography

- We can observe changes in our local environment during autumn.
- Different places provide habitats for plants and animals.

RE and Celebrations

- People celebrate different festivals and traditions. [
- Diwali is known as the Festival of Light.
- Christians celebrate Christmas as the birth of Jesus

Communication and Language

- We can use new vocabulary to describe what we observe.
- Stories help us learn about the world and different celebrations.

Core Vocabulary Children should confidently understand and begin to use:

autumn
season
leaf
weather
nocturnal
habitat
hibernate
moon
star

“I Know...”



I know that autumn is a season.
I know that leaves change colour and fall from trees in autumn.
I know that some animals come out at night and some hibernate.
I know that animals live in different habitats.
I know that people celebrate different festivals such as Diwali and Christmas.

	festival Diwali Christmas observe		I know that we can observe changes in the world around us
Sticky Knowledge- Spring 1 ‘Winter Detectives’ What clues can we find to show that winter is here?			
Building on Learning from Pre-School: Out of This World Children already: - Have explored materials. - Have investigated push and pull forces. - Can describe different materials and textures.			
Understanding the World (Science) Science - Winter is a season. - Winter weather is often colder than autumn weather. - Some animals live in very cold places. - Different materials have different properties. - Some materials are hard and some are soft. - Some materials can change when heated or cooled.	History - Toys have changed over time. - Parents and grandparents may have played with different toys when they were children. - Some toys stay the same and some change.		Chinese New Year - Chinese New Year is an important celebration for many people. - Each year is represented by an animal in the Chinese zodiac. - People celebrate Chinese New Year in different ways
Communication and Language - We can investigate, observe and explain what we notice. - We can use evidence to help answer questions.	Core Vocabulary - winter - season - cold - ice - investigate - clue	- material - hard - soft - penguin - toy - old - new	I Know... I know that winter is a season. I know that winter brings colder weather. I know that animals live in different habitats and some live in cold places. 

	evidence habitat	compare	I know that materials can be hard or soft and can change. I know that toys were different in the past. I know that people celebrate Chinese New Year
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Sticky Knowledge- Spring 2

'Growing and Glowing'

How do things grow and change?

Building on Learning from Pre-School: Round and Round the Garden

Children already:

- Know plants need water and sunlight.
- Have planted seeds.
- Have observed life cycles.
- Have explored seasonal change in spring.

Understanding the World (Science)

Science

- Plants need water, light and care to grow.
- Seeds grow into plants.
- Living things change as they grow.
- A caterpillar changes into a butterfly.
- We can observe and describe changes over time.

Understanding the World

- Spring is a season.
- New plants begin to grow in spring.
- We can help care for living things.

Geography

- The environment changes as the seasons change.
- We can observe signs of spring in our local area.

RE

- Easter is an important Christian celebration.
- Christians remember the Easter story

Core Vocabulary

seed
root
stem
flower
plant
grow

butterfly
spring
change
measure
observe
water

"I Know..."



I know that plants need water, light and care to grow.

I know that seeds grow into plants.

I know that living things change as they grow.

	life cycle caterpillar		I know that a caterpillar changes into a butterfly. I know that spring is a season when new life begins to grow. I know that we should care for living things.
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Sticky Knowledge- Summer 1 'Animal Kingdom'

How are animals from the wild and the farm different and the same?

Building on Learning from Pre-School: Animal Kingdom

Children already:

- Know animals live in habitats.
- Can identify farm and wild animals.
- Understand that animals have different needs.
- Can discuss which animals make suitable pets.

Science

- Animals live in different habitats.
- have different needs and environments.
- Animals have young called offspring.
- Living things need food, water and shelter to survive.

Geography

- Animals live in different places around the world.
- Different habitats provide animals with what they need to survive

Understanding the World

- We can compare animals by looking at their similarities and differences.
- Humans have a responsibility to care for animals and the natural world

Different animals have different features that help them survive.		
Personal Development - Living things should be treated with care and respect. - We can make a difference by helping animals and their habitats	Core Vocabulary - animal - habitat - farm - wild - offspring - survive - predator - savannah - lion - shelter - protect - compare - similar - different	"I Know..."  I know that animals live in different habitats. I know that farm animals and wild animals are different. I know that animals have babies called offspring. I know that animals need food, water and shelter to survive. I know that different animals have different features. I know that we should care for animals and their habitats.

Sticky Knowledge- Summer 2

'Wish you were here...'

What makes the seaside a special place to visit?

Building on Learning from Pre-School: In My Community, Out of This World and Nursery Rhymes

Children already:

- Know they live in Huncote.
- Can identify familiar community places.
- Know Earth is the planet where we live.

Have explored their senses to investigate the world around them.		
Geography - The seaside is a place where the land meets the sea. - Different places have different features. - We can use maps to help us find places and follow routes. - People travel in different ways. - Countries around the world can be different from the UK.	History - Holidays and travel have changed over time. - People travelled differently in the past. - Some seaside traditions have been enjoyed for many years.	Science - Humans need to stay safe in sunny weather. - Different animals live in oceans and seas.
Understanding the World - The world is made up of many different countries. - People may live differently in different places around the world. Personal Development - New places can help us learn about the world. - We should care for beaches, oceans and living things.	Core Vocabulary beach sea coast ocean journey travel holiday map route country seaside harbour transport postcard explore	 “I Know...” I know that the seaside is where the land meets the sea. I know that people can travel in different ways. I know that maps help us find places. I know that holidays were different in the past. I know that people live in different countries around the world. I know that seas and oceans are homes for many animals
Looking across the whole year, our sticky knowledge progression becomes:		

- Autumn 1: *Who am I and where do I belong?*
- Autumn 2: *How does the world change in autumn?*
- Spring 1: *How can we investigate and find out about the world?*
 - Spring 2: *How do living things grow and change?*
- Summer 1: *How do animals survive and where do they live?*
- Summer 2: *How is our world wider than the place where we live?*

The knowledge journey from self → local environment → investigation → growth → animals → wider world across Reception.



Progression across our Continuous Provision

Our Intent

At Huncote Primary School, continuous provision is a fundamental part of our Early Years curriculum. Through carefully planned environments, resources and interactions, children are provided with opportunities to explore, investigate, create, communicate and apply their learning independently. Provision is designed to reflect our curriculum themes and enquiry questions, enabling children to revisit knowledge, practise skills and develop a deep understanding of the world around them. We recognise that children learn best through active, hands-on experiences. Our provision enables children to make choices, follow their interests, solve problems, collaborate with others and develop resilience. Adults play a crucial role in extending learning through high-quality interactions, modelling language and providing appropriate challenge.

Progression Through Provision

Progression within our provision is carefully planned and monitored throughout the reception year.

Children move from:

- Exploring and investigating resources.
- Developing increasing control, independence and confidence.
- Applying skills and knowledge independently.
- Creating, explaining, evaluating and reflecting on their learning.

Resources, enhancements and adult interactions are adapted to reflect both children's interests and the knowledge and skills identified within our curriculum. This ensures that provision is purposeful, ambitious and responsive whilst supporting progress across all areas of learning.

Curriculum Connections

Our continuous provision is enhanced each half term to reflect the current enquiry question and theme:

- Autumn 1: **I Am Unique!**
- Autumn 2: **Autumn Magic**
- Spring 1: **Winter Detectives**
- Spring 2: **Growing and Glowing**
- Summer 1: **Animal Kingdom**
- Summer 2: **Wish You Were Here...** Children are encouraged to revisit, apply and deepen their understanding through meaningful play opportunities across all areas of provision.

Our End Point

By the end of Reception, children are confident, independent learners who can make choices, solve problems, communicate their ideas, work collaboratively with others and apply their knowledge across a range of contexts. They use the environment purposefully to explore, create, investigate and represent their understanding of the world, demonstrating the skills, knowledge and characteristics of effective learning needed for future success





How does our provision support the EYFS Curriculum?

Area of Learning	Children Learn to...	Linked Curriculum
Message Centre	Mark making, add meaning to marks compose, write independently, apply phonics skills, rehearse handwriting,	Literacy/Physical Development
Small World	Retell stories, use vocabulary, develop own narrative, work alongside others	Communication, Literacy and Expressive Arts
Construction area	Design, build, solve problems, discuss shapes, adapt ideas, work together	Maths, DT, Physical development
Creative Station	Explore colour, texture and form, develop cutting and joining skills, express ideas and feelings, create with a purpose	Expressive Arts and Design, Physical Development
Book Corner	Develop a love of reading, understand stories, learn new vocabulary, discuss texts, handle books appropriately	Literacy, Communication and Language
MessageCentre/Writing Area	Practise letter formation, write for different purposes, apply phonics knowledge, communicate ideas through writing	Literacy, Physical Development

Maths Area	Count, sort, compare, subitise, recognise patterns, explore shape, measure and number relationships	Mathematics
Talking Box/ Curiosity Cube	Observe closely, ask questions, make predictions, explore change, investigate natural materials and living things	Understanding the World, Communication and Language
Role Play Area	Develop imagination, communicate with others, negotiate roles, act out experiences, build vocabulary	Communication and Language, Personal, Social and Emotional Development, Expressive Arts and Design
Malleable Area (Playdough)	Strengthen fine motor skills, manipulate materials, create models, describe changes and processes	Physical Development, Expressive Arts and Design
Outdoor Area	Develop gross motor skills, take risks safely, solve problems, collaborate, explore the natural environment	Physical Development, Understanding the World, PSED
Our continuous provision is carefully planned to provide opportunities for children to revisit, practise and apply new knowledge and skills independently. Through play, exploration and adult interactions, children develop across all seven areas of learning within the EYFS, building the characteristics of effective learning: playing and exploring, active learning and creating and thinking critically.		

Sand Area (Outside)

Book Nook End Point

By the end of Reception, children confidently select books for pleasure and purpose, talk about characters, settings and events, retell familiar stories, make predictions and use vocabulary from texts in their play and conversations. Children understand that books can provide information, entertainment and inspiration, demonstrating positive attitudes towards reading.

Control/Body Movement					
Elbow, shoulder, whole body large workspace		Wrist, hand Medium workspace		Fingers, hand Small workspace	
Filling					
Shape and form Develop observational skills	Manipulative Skill- filling container Discuss sizes of containers. Respond to instructions (e.g. can you fill your bucket? Can you make a square sandcastle?)	Manipulative Skill- filling the bucket and turning over to make a sandcastle Match the sandcastle to the bucket. Which spade would be best to fill the largest bucket? Match the mould to the shape.	Look at properties of different sand (dry, wet). Can they make a sand castle? Why did it work/ not work? Look at other containers and discuss 3D shapes	Vocab- describe what they are doing/ making and likes/dislikes	
Pouring/ Emptying Skills					
Large vessel with handle and defined spout, small vessel with handle undefined spout	Large vessel, no hand defined spout	Large long spout vessel, small, long spout vessel	Large vessel no handle, no spout, small vessel no handle, no spout	Large vessel side pouring handing, small vessel side pouring handle	Variety of vessels with taps to open and stem the flow.
Digging Skills					
Hand, large container, small container	scoop, short -handled spade	Long handled spade, serving spoon, wooden spoon	Spatula, dessert spoon, tablespoon	Teaspoon, small scoop, salt spoon	Fingers
Bury/enclose (see 'Digging Skills')					
Include variety of items for covering (e.g. fabric, bark, lolly sticks- large and small, cardboard, Lego boards)					
Sieve/sift					
Fingers and hands, grain sifter, large colander	Cutlery drainer, large weave fabric	Sieve, potato masher, seed tray lid	Long handled tea strainer, sink strainer	Combs- different size teeth, small weave mesh	Fingers
Moulding Skills					
Hands, container with 2 handles, container with 1 handle	Container with no handle (shell, bowl), small bucket	Large bucket, large, tall container, large irregular shape	Small nature resources as moulds	Small irregular shape (e.g. jelly mould), ice cube moulds	Self-made moulds, Fingers
Imagination					
Take part in small world play		Retell a story in sequence		Design and create environment for their stories	
Vocabulary and Discussions					

Name equipment -bucket, tray, spade, sieve, funnel etc Pour, fill, flow through Explore shape and form Develop 1-to-1 correspondence	Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity, observe patterns-vary in height/ speed of sand falling	Sand properties- Vocab- Descriptive language- wet, cold, damp, dry, hard, soft, smooth, rough, bumpy Observe shapes made	Comparative language-Compare spoons, spades, ladles, scoops. Which is the largest/smallest? Which will hold the most/least? More than/less than. Which is the heaviest/ lightest? largest, smallest, most, least, heaviest, lightest. Create own patterns and discuss	Explain why they are doing what they are doing	
Core Skills Throughout the Year					
Autumn (Core Skills) - Filling containers - Pouring sand - Making simple moulds - Digging and burying - Naming equipment - Playing alongside others		Spring (Core Skills) - Comparing quantities - Investigating materials - Creating representations - Retelling stories - Describing and explaining		Summer (Core Skills) - Comparing quantities - Investigating materials - Creating representations - Retelling stories - Describing and explaining	
Enhancements					
Autumn 1- I am Unique Add - Mirrors - Wooden people - Family photos laminated - Initial letter stamps - Name cards - Facial feature moulds Challenges - Can you make your family in the sand? - Can you write your name? - Can you make a face and label the eyes and mouth? - Can you find objects that are the same and different? Vocabulary	Autumn 2- Autumn Magic Add - Autumn treasures - Leaves - Conkers - Pinecones - Star cutters - Moon cutters - Small cauldrons - Potion ingredients Challenges - Make an autumn pattern. - Hide and discover nocturnal animals. - Create a moon landscape. - Make a magic potion recipe. Vocabulary	Spring 1- Winter Detectives Add - Magnifying glasses - Ice animal pictures - Arctic animals - Detective notebooks - Numbered clues Challenges - Find animal tracks. - Bury clues and investigate. - Sort animals that live in cold places. - Build a winter habitat. Vocabulary - investigate - evidence - habitat - winter	Spring 2- Growing & Glowing Add - Seeds - Artificial flowers - Plant labels - Small gardening tools - Life cycle cards Challenges - Plant and label seeds. - Order the life cycle. - Make a garden. - Create rows and patterns. Vocabulary - seed - root - stem - flower - grow	Summer 1-Animal Kingdom Add - Farm animals - African animals - Habitat cards - Animal footprints - Safari binoculars Challenges - Create a farm. - Sort wild and farm animals. - Match animals to habitats. - Make animal tracks. Vocabulary - habitat - farm - wild - animal	Summer 2-Wish you were here.. Add - Shells - Pebbles - Boats - Sea creatures - Treasure maps - Postcards Challenges - Create a seaside. - Make a treasure island. - Bury treasure and write clues. - Make patterns with shells. Vocabulary - beach - sea - coast

• family • same • different • unique • eyes • ears	• autumn • leaf • nocturnal • hibernate • moon • star	• cold		• footprint	• ocean • journey
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End Point

By the end of Reception, children confidently use a range of tools and resources within the sand area to investigate, create, solve problems and represent their ideas. They can describe what they are doing, explain their thinking, and independently apply vocabulary and knowledge from current and previous learning.

Discovery Water Area

The Water Area encourages children to investigate; problem solve and develop their understanding of the world through practical exploration. Children build scientific, mathematical and language skills as they explore water in meaningful and engaging ways linked to the curriculum.

Body Movement					
Elbow, shoulder, whole body large workspace		Wrist, hand Medium workspace		Fingers, hand Small workspace	
Filling/ Pouring/ Emptying Skills					
Develop observational skills large vessel with handle and defined spout, small vessel with handle undefined spout	Discuss sizes of containers. Respond to instructions (e.g. can you fill your jug?) Using both hands to transfer into a set container Large vessel, no hand defined spout	Large vessel no handle, no spout, small vessel no handle, no spout	Filling a stationary container	Large vessel side pouring handing, small vessel side pouring handle Filling a container and transferring to a container in the other hand	Variety of vessels with taps to open and stem the flow of water. Very small containers Oversized containers Funnels, scoops, cups, spoons
Submerging					
Dolls/ toys, body parts	Blocks, regular floating objects, flat-bottomed objects. Sponges, beads, stones		Irregular small objects, (ducks, toys) malleable materials		
Stemming (stopping flow)					
Fingers, hands	Valves, taps, dam, pre-cut blocks, toys		Malleable materials, natural materials, loose parts		
Transporting					
One handled containers, two handled containers, less water	Two water trays on different levels, ramps		More Water, sponges, slatted spoons tubes + links irregular hollows containers		
Manipulation Skills					
Filling container by submerging Filling stationary container by pouring Colanders/ sieves, hands, container with 2 handles, container with 1 handle	Large jug, large, tall container Water wheels, sponges, natural materials sticks, leaves, filters		Filling a container and transferring to a container in the other hand Large long spout vessel, small, long spout vessel Syringes, droppers, straws, pipes (various size), basters, spoons		
Imagination					
Take part in small world play	Retell a story in sequence		Design and create environment for their stories		
Vocabulary and Discussions					

Name equipment -jug, funnel etc Pour, fill, flow through Talks about going under or on top when discussing floating and sinking	Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity Uses words float and sink	Water properties- Vocab- Descriptive language- wet, cold, bubbly, clear, waves, splashing, swirling	Comparative language-Compare container Which is the largest/smallest? Which will hold the most/least? More than/less than? Largest, smallest, most, least, heaviest, lightest.	Explain why they are doing what they are doing
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Enhancements linked to themes

Autumn 1: I Am Unique! Enhancements • Mirrors beside water tray • Baby dolls • Washing station • Body part pictures • Family photographs in laminated pouches Challenges • Wash the baby carefully. • What body parts can you name? • Can you make reflections in the water? • What happens when you look in the mirror and water? Vocabulary • reflection • face • body • clean • wash • family	Autumn 2: Autumn Magic Enhancements • Coloured water • Leaves • Conkers • Pinecones • Glow sticks • Star containers • Moon scoops • Potion bottles Challenges • Which natural objects float? • Can you make a potion? • What happens when leaves get wet? • Can you create a starry night tray? Vocabulary • floating • sinking • autumn • moon • star • nocturnal	Spring 1: Winter Detectives Curriculum Link Winter, materials and cold places Enhancements • Ice blocks • Arctic animals • Pipettes • Magnifying glasses • Snowflake counters Challenges • How can we melt the ice? • Rescue the penguin. • Which material keeps the ice cold? • What clues can you find? Vocabulary • freeze • melt • ice • cold • investigate • penguin Adult Interaction • What do you notice?	Spring 2: Growing and Glowing Curriculum Link Plants, growth and life cycles. Enhancements • Watering cans • Flower heads • Seeds • Lily pads • Frog life cycle figures Challenges • Water the plants. • What do plants need? • Can you sequence the life cycle? • Which container holds the most water? Vocabulary • grow • seed • plant • root • life cycle • water Adult Interaction	Summer 1: Animal Kingdom Curriculum Link Farm animals, wild animals and habitats. Enhancements • Safari animals • Farm animals • Habitat pictures • Small boats • Water creatures Challenges • Match animals to habitats. • Which animals like water? • Create a watering hole. • Make a farm pond. Vocabulary • habitat • wild • farm • pond • river • animal Adult Interaction	Summer 2: Wish You Were Here... Curriculum Link Seaside, holidays and oceans. Enhancements • Shells • Sea creatures • Boats • Treasure chests • Blue stones • Maps Challenges • Which boat carries the most passengers? • Build a harbour. • Find the treasure. • Create an underwater world. Vocabulary • sea • beach • coast • ocean • boat • treasure Adult Interaction • Where might the boat travel?
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Adult Interaction • What can you see? • How are we the same? • How are we different?	Adult Interaction • Why do you think that floated? • What changed when it got wet	• Why is the ice changing? • What could we try next?	• Why do plants need water? • What do you think will happen next?	• Why does that animal live there? • What does it need to survive?	• What lives under the sea?
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Continuous Science Opportunities
The water area is one of your strongest Understanding the World areas:

- Floating and sinking
 - Capacity
- Melting and freezing
 - Water flow
- Cause and effect
 - Habitats
- Seasonal change

End Point

By the end of Reception, children confidently explore, investigate and talk about what they observe. They use a range of equipment independently, make predictions, describe changes and explain their thinking using an increasingly rich vocabulary.

Creation Station The Creation Station enables children to explore, design, create and evaluate through a range of open-ended materials linked to the curriculum. Children develop creativity, fine motor skills, communication and independence as they progress from exploratory mark-making and modelling to purposeful design and creation.		
Body Movement		
Elbow, shoulder, whole body large workspace	Wrist, hand Medium workspace	Fingers, hand Small workspace
Painting		
Printing- Vehicles, rollers (variety textures/patterns), large sponges, large blocks, hands/ feet Mixing- Dot pens, hands, two colours, premixed paints Bushing- Big rollers with handles, big brushes Working vertically	Printing- Fingers, fruit & vegetables, large/ regular shaped recycled materials, large paint brushes, regular shaped sponge's 3D shaped objects Mixing- Large brushes, sponges, primary colours, watercolours Bushing- Medium brushes, natural materials (sticks/ leaves attached to handles) Working vertically & horizontally	Printing- Natural resources (dependent on size), man-made objects (marbles, nuts/bolts etc.), small/ irregular shaped recycled materials, cotton buds Mixing- Pipettes, felt pens, crayons, pastels, sticks, small brushes, variety of colours, acrylic paints, brusho inks, powder paints Brushing- Large scale marking tools, handmade brushes, a variety of tools to choose for a specific purpose, small brushes
Drawing		
Uses a variety of drawing tools to mark make with some control Draws lines and shapes Draws faces with features and draws enclosed spaces, giving meaning Draws simple representation	Draws potato people (no neck or body) Demonstrates more control Draws with detail (bodies with sausage limbs and additional features) Draws bodies of an appropriate size for what they're drawing Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog)	Looks closely at lines, shapes, size and patterns when producing an observational drawing Drawings show finer details Draws portraits, detailed pictures, landscapes, buildings and cityscapes shading Pencils, charcoal, pastels, chalk
Cutting		
Playdoh/plastic scissors, playdoh/ pizza slicer, thinner paper, loop handled scissors, free cutting/ snipping, tearing	Thicker paper, plastic scissors/playdough, spring scissors, cutting playdough	Graters, different materials (cardboard / cloth etc.), plastic knives, regular scissors
Joining		

Use glue sticks with support Use glue spatulas with support Use glue sticks and glue spatulas independently Play dough, glue sticks, pre prepared tape pieces	Join items with glue, tape, pegs, pins Bulldog pins, staplers, pegs, tape dispenser, tape (Masking / Scotch), PVA glue, blu tack	Join items in a variety of ways – Sellotape, masking tape, string, ribbon Joins items which have been cut, torn or glued String / ribbons, staplers, treasury tags, small hole punches, elastic bands, paper clips, split pins, large hole punches, plasticine
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Malleable		
- Joining- PVA glue brush, finger glue, glue sticks - Cutting- Paper strips, whole hand scissors - Building- Stacking, larger objects, regular shapes, same shapes - Folding- Scrunching, thin paper	- Joining- Small tape dispenser tape masking tape, pegs, scissors, glue spreader - Cutting- Trimmers, hole punch, paper sheets, spring scissors, card, kitchen roll tubes - Building- Bridging, smaller objects, irregular shapes, different shapes - Folding- Simple fold, regular paper	- Joining- Split Pins, tying, paper Clips, large tape dispenser - Cutting- Material, corrugated paper, tissue paper, card/ boxes, regular scissors - Building- Brackets opening levers hinges curved, variety of shape and size - Folding- Complex Fold, i.e. Fan, thicker paper

Vocabulary and Discussions				
Name equipment Lang- pat, squeeze, flat, cut, roll, mix Tell me about it	Name equipment Language – join, fringe, What are you doing?	Name equipment Language- knead, mould, coil What would happen if...?	Name equipment Language How could you make it better?	Name equipment Why did you...?

Creation Station Core Skills Progression

Autumn - Explore materials - Join with support - Give meaning to creations - Draw simple representations - Experiment with colour and texture	Spring - Select resources for a purpose - Add detail to creations - Cut with increasing control - Create representations from observation - Discuss design choices	Summer - Design before making - Evaluate and improve - Combine techniques - Create independently - Explain choices and processes
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Creation Station Enhancements

Autumn 1: I Am Unique! Enhancements - Mirrors - Skin tone paints - Family photographs - Loose parts faces - Natural materials for self-portraits - Identity cards Create - Self-portraits - Family pictures - Faces using loose parts "This is me" collages Vocabulary - unique - family - face - eyes - ears - similar - different Adult Prompts - Tell me about your picture. - Who is in your family? - What makes you special?	Autumn 2: Autumn Magic Enhancements - Leaves - Conkers - Pinecones - Twigs - Black paper - Metallic pens - Star templates - Potion bottle labels Create - Autumn collages - Leaf prints - Magic wands - Star pictures - Planet models - Potion bottles Vocabulary - autumn - season - nocturnal - moon - star - planet - magical Adult Prompts	Spring 1: Winter Detectives Enhancements - White, silver and blue materials - Snowflake cutters - Magnifying glasses - Arctic animal photographs - Ice painting Create - Detective badges - Arctic habitats - Winter collages - Animal homes Vocabulary - investigate - clue - habitat - winter - cold - ice Adult Prompts - What clues have you found? - Why does this animal need shelter? - How could you improve your habitat?	Spring 2: Growing and Glowing Enhancements - Seeds - Flowers - Plant photographs - Green materials - Life cycle cards Create - Flower collages - Seed packets - Gardens - Plant life cycles - Butterfly pictures Vocabulary - seed - root - stem - flower - grow - life cycle Adult Prompts - What does a seed need? - Can you show how it grows? - What happens first?	Summer 1: Animal Kingdom Enhancements - Clay - Animal photographs - Feathers - Fur samples - Safari images Create - Clay animals - Animal masks - Habitats - Animal puppets Vocabulary - habitat - wild - farm - feathers - fur - scales Adult Prompts - How is your animal adapted? - Where does it live? - What features	Summer 2: Wish You Were Here... Enhancements - Shells - Sand - Blue and turquoise materials - Maps - Postcards - Seaside photographs Create - Seaside collages - Boats - Treasure maps - Postcards - Underwater scenes Vocabulary - beach - ocean - coast - boat - journey - treasure Adult Prompts - Where is your boat travelling? - What might you find at the seaside? - Can you create a treasure map?
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- How could you show that in your artwork?

- What colours can you see in autumn?
- What happens to leaves?
- How could you create a new planet?

does it have?

End Point

By the end of Reception, children confidently select and use materials and tools for a purpose, explain their ideas, adapt their creations and combine techniques to represent their knowledge, experiences and imagination independently.



Construction Area (Inside)

Children develop creativity, problem-solving, collaboration and spatial awareness through purposeful construction opportunities linked to the current curriculum theme. They progress from simple stacking and enclosure building to designing, creating and evaluating complex structures that reflect their knowledge of the world around them.

Stacking

Investigates and experiments Understand safety – if a tower is taller than them what will happen? Builds towers by stackings objects (cups, blocks of even size) Builds with magnetic polydron, inside wooden blocks Outside wooden blocks.	Builds with a purpose in mind Builds models which replicate those in real life. Can use a variety of resources – loose part play Blocks (different sizes), Duplo. Heavier boxes, Containers (tins etc), Outside tyres, ramps	Knows how to make a structure secure Lego, Blocks and objects (Odd sizes), Pebbles, Natural objects, Recycled materials Outside stones, planks and blocks
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Enclosing

Builds walls to create enclosed spaces Inside Blocks, 3D shapes Outside- Blocks,	Builds models which replicate those in real life. Can use a variety of resources – loose part play Duplo, Boxes, tape, scissors, staplers, marble run, mobile. Goerella, Outside blocks, ramps, tyres, obstacle course kit	Knows how to make a structure secure Builds models with finer details Lego, nuts and bolts, metal tools (screwdriver), hole puncher and string, Knex Outside- sheets, tarpaulins, pegs, string, material
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Joining

Builds simple models using walls, roofs and towers., pipe cleaners, paper and glue, trainset Inside wooden blocks Outside wooden blocks.	Builds models which replicate those in real life. Can use a variety of resources – loose part play Tape dispenser, paper clips, whole punch, string, pegs Outside- water pipes and connectors	Knows how to make a structure secure Elastic bands, duct tape, Meccano, treasury tags Outside- sheets, tarpaulins, pegs, string, material
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Bridging

Investigates and experiments Builds simple models using walls, roofs and towers. Outside Blocks, Planks,	Cardboard boxes, scissors, tape, rulers, Blu tack Outside- Guttering, water pipes, obstacle course kit	Knows how to make a structure secure Large scale resources: Big tube roll, Bricks Outside- bamboo, sticks
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Vocabulary and Discussions

Name equipment Language- build, push, pull, make, hold, full, break, stick, together Mathematical Shape Language, size, space Names square, circle Roll, fits together, sides, edges, corners, curved, straight, moves, level Discuss textures and properties (rough, smooth, hard, soft, igh, low, tall, small, short, big, heavy, light) Names of colours Tell me about it, What did you use?	Name equipment Language- press, split, plan, squeeze, fit together, broken up Positional Language-behind, in front of, on top of, middle, over, under, next to, below, inside, between, down, above, forwards, backwards, on, though, around, bottom Comparative language (er/est) Names triangle, rectangle What are you doing? What did you do first?	Name equipment Language- apart, design, model, tilt Discuss textures and properties (bends, sticky, solid, pointed, rounded, flat, wide, narrow, thin, thick) Compose and decompose shapes so that children recognise a shape can have other shapes within it Positional Language- besides, at the end of, across How could we make it move?	Name equipment Language- balance, left over, less, same as, as much Names of models e.g. castle, skyscraper Names 3D shapes What would happen if...? Can we make it stronger?	Name equipment Why did you...? How could you make it better?
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Construction Area Core Skills Progression

Autumn - Stack and balance blocks - Create enclosures - Build alongside others - Talk about what they have made - Use positional language	Spring - Build with a purpose - Plan before building - Solve simple problems - Adapt designs - Work collaboratively	Summer - Design complex structures - Represent real and imaginary places - Evaluate and improve models - Sustain projects over time - Explain choices and reasoning
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Construction Enhancements

Autumn 1: I Am Unique! Enhancements - Family photographs - Small world homes - Blocks of different shapes - Mirrors - Wooden people	Autumn 2: Autumn Magic Enhancements - Twigs - Leaves - Pinecones - Fairy lights - Small world woodland animals - Space figures and rockets Build	Spring 1: Winter Detectives Enhancements - Arctic animals - Ice blocks (photographs or small world) - Magnifying glasses - Toy vehicles - Loose parts	Spring 2: Growing and Glowing Enhancements - Garden photographs - Planting trays - Fences - Small world flowers - Insects Build	Summer 1: Animal Kingdom Enhancements - Farm animals - African animals - Habitat photographs - Natural materials	Summer 2: Wish You Were Here... Enhancements - Boats - Maps - Pebbles - Shells - Transport photographs - Small world seaside figures Build
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Build • My house • My street • My family home • A place where I belong Vocabulary • home • family • community • beside • next to • near Adult Prompts • Tell me about your home. • Who lives there? • What rooms does it need? • How can you make it stronger?	• Woodland animal homes • Hibernation shelters • Castles from stories • Space stations • New planets Vocabulary • shelter • hibernate • woodland • planet • rocket • habitat Adult Prompts • Why does the animal need shelter? • How could you protect it from the weather? • What would people need on your planet?	Build • Polar habitats • Detective headquarters • Bridges over icy water • Homes for animals Vocabulary • investigate • habitat • Arctic • strong • balance • bridge Adult Prompts • How can you make the bridge stronger? • Why does the animal live there? • What problem are you trying to solve?	• Garden centres • Allotments • Plant nurseries • Butterfly gardens Vocabulary • grow • garden • flower • plant • soil greenhouse Adult Prompts • What do plants need? • How could you organise your garden? • What might happen next?	• Safari vehicles Build • Farms • Animal enclosures • Safari parks • Watering holes • Animal habitats Vocabulary • habitat • enclosure • farm • wild • safari • protect Adult Prompts • What does this animal need? • How are farm and wild animals different? • Is your enclosure safe?	• Harbours • Seaside towns • Holiday resorts • Airports Treasure islands Vocabulary • harbour • coast • journey • transport • beach • island Adult Prompts • How will people travel there? • What would visitors need? • Can you build a route?
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Construction Area End Point

By the end of Reception, children confidently design, build and adapt structures for a purpose using a range of construction materials. They plan their ideas, solve problems, work collaboratively with others and explain their thinking using appropriate vocabulary. Children draw upon their knowledge of the world to create representations of familiar and imagined environments, demonstrating creativity, resilience and independence.

Home Corner Role Play

At Huncote Primary School, the Home Corner provides children with opportunities to explore familiar experiences, develop communication and language, build relationships and apply their understanding of the world through imaginative play. Through carefully considered enhancements linked to curriculum themes, children revisit real-life experiences, develop vocabulary, negotiate roles and responsibilities and create increasingly complex narratives.

Alongside this, there are other role play opportunities both inside and outside our classroom

Dressing Up

Accessories, pre prepared themed costumes, generic dress up boxes, readymade masks	Different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers	Pillowcase (to turn into anything), joining materials (string, tape, pegs, Velcro, safety pins)
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Construction

Different solid boxes, cushions, blankets, objects like dolls, spoons, cups etc	Planks / logs, different sized boxes, different types of fabric, tape, paper, scissors, pegs	Joining materials (string, tape, pegs, Velcro, safety pins), tools, glue, padlocks and keys
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Representation

Literal representation of objects (bowls, cups, spoons, dolls etc) e.g. a teapot is a teapot Roleplays everyday events	Fabric, boxes, tubes, joining materials Makes up own situations Retells well known stories	Anything! Children choose what goes in there Recycled materials, furniture (e.g. table, chairs etc) Makes up own stories Retells well know stories in great detail, using new language
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Promoting other skills

Playing beside others Mark making to make lists, letters, cards, notes, signs, tickets etc Notices numbers in the environment, comparative language Time- next, after Problem solving- how many cups for dinner? Order, sort, match Technology- camera, tills, phones, calculator, keyboards	Sharing, taking turns, interacting, listening to other people's ideas Using letters to make lists, letters, cards, notes, signs, tickets etc Identifying numbers (e.g. on phone, calendar, prices) Time- ordering events in the day Technology- camera, tills, phones, calculator, keyboards, keyboard	Keeping play going in character, responding to each other Applying phonics to make lists, letters, cards, notes, signs, tickets, bills, leaflets etc Apply number knowledge (e.g. adding up prices in a shop) Time- refence at clock, watches Problem solving- How much money do I need? Technology- camera, tills, phones, calculator, keyboards, keyboard
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Vocabulary and Discussions

Dependent on role play set up Talk about the different characters and their role in different situation	Talk in language of different roles	Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up
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Home Corner Progression of Skills

Autumn

Children Learn To:

- Engage in familiar domestic play.
- Play alongside others.
- Take on simple family roles.

Spring

Children Learn To:

- Develop storylines within play.
- Work collaboratively with others.
- Use recently taught vocabulary.

Children Learn To:

- Lead and sustain imaginative play.
- Create and adapt narratives independently.
- Apply curriculum knowledge within role play.
- Use ambitious vocabulary.

• Use and name everyday household objects. • Recreate experiences from home. • Begin conversations during play. • Use simple vocabulary linked to home and family. Adult Interaction • Who lives in your house? • What are you making? • What happens next? • Can you tell me about your family?	• Assign and negotiate roles. • Recreate events from stories and experiences. • Solve simple problems together. • Sustain play for longer periods. Adult Interaction • Who is responsible for that job? • What could happen next? • How will you solve that problem? • What do we need to do first?	• Organise resources purposefully. • Collaborate and negotiate successfully. • Explain actions and ideas. Adult Interaction • Tell me about your plan. • Why have you chosen that role? • How could you improve your idea? • Can you explain what is happening?
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Enhancements Linked to each theme

Autumn 1: I Am Unique! Enhancements • Family photographs • Baby dolls • Mirrors • Family role-play props • Family albums • Telephones • Name labels Focus • Families • Similarities and differences • Belonging • Daily routines Vocabulary • family • parents • brother • sister • home • belong Challenge Ideas	Autumn 2: Autumn Magic Enhancements • Autumn vegetables • Soup-making ingredients • Scarves and blankets • Pumpkins • Recipe cards • Notepads for shopping lists Focus • Seasonal change • Harvest • Celebrations • Preparing for winter Vocabulary • harvest • autumn • recipe • ingredients • celebrate • season Challenge Ideas • Can you make an autumn soup?	Spring 1: Winter Detectives Enhancements • Hot chocolate station • Winter clothing • Detective notebooks • Calendars • Weather symbols • Torches Focus • Winter • Daily routines • Investigation • Caring for others Vocabulary • winter • investigate • cold • weather • calendar • routine Challenge Ideas • Can you help a visitor get ready for winter? • Can you record today's weather?	Spring 2: Growing and Glowing Enhancements • Flower display • Seed packets • Gardening gloves • Watering cans • Plant catalogues • Baby care resources Focus • Growth • Caring • Life cycles • Responsibility Vocabulary • grow • seed • plant • care • responsibility • life cycle Challenge Ideas • Can you look after the plants?	Summer 1: Animal Kingdom Enhancements • Pet care resources • Animal soft toys • Pet adoption forms • Food bowls • Animal fact cards • Vet role-play resources Focus • Animal care • Habitats • Responsibility • Living things Vocabulary • pet • habitat • animal • vet • care • living Challenge Ideas • Can you feed the pets? • Can you help an animal that is poorly?	Summer 2: Wish You Were Here... Enhancements • Suitcases • Maps • Postcards • Travel brochures • Tickets • Passports • Holiday clothing Focus • Travel • Holidays • Journeys • Different places Vocabulary • travel • journey • holiday • passport • suitcase • seaside Challenge Ideas • Can you pack for a holiday?
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• Can you make dinner for your family? • Can you tell us about who lives at home? • Can you organise a family celebration?	• Can you write a shopping list? • Can you prepare for a family party?	• Can you solve a mystery in the home?	• Can you create a garden centre at home? • Can you care for the baby?	• Can you complete an adoption form?	• Can you write a postcard? • Can you organise a family trip?
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Writing and Maths Opportunities Within the Home Corner

Writing Opportunities

- Shopping lists
- Recipe cards
- Messages
- Invitations
- Labels
- Postcards
- Calendars

Mathematical Opportunities

- Counting objects
- Sharing food equally
- Setting the table
- Comparing quantities
- Measuring ingredients
- Using money in play
- Sequencing daily routines

End Point

By the end of Reception, children confidently use the Home Corner to develop and sustain imaginative play based on both real-life experiences and their own ideas. They communicate effectively with others, negotiate roles, solve problems collaboratively and apply learning from across the curriculum.

Children independently incorporate reading, writing, number and vocabulary into their play, demonstrate understanding of family life, communities and the wider world, and use language to explain, organise and extend their thinking. Their play is purposeful, collaborative and imaginative, reflecting the knowledge, skills and experiences they have acquired throughout Reception.

Small World

At Huncote Primary School, the Small World Area enables children to explore, retell and create stories through imaginative play. Carefully chosen resources and enhancements linked to curriculum themes encourage children to develop vocabulary, communication, storytelling and understanding of the world. Children move from acting out familiar experiences and known stories to creating their own narratives, characters and environments. Through collaborative play, children develop creativity, problem-solving, language and social skills whilst applying knowledge from across the curriculum.

Character development		
Familiar situations e.g. home Familiar fantasy Superheroes Characters from well-known films/tv shows/books	Familiar situations e.g. home school, shop, restaurant Shared fantasy	Unfamiliar fantasy invented by the child Unfamiliar real-life situations
Story telling		
Animals, hand puppets/puppet theatre, Cars, mini wooden people, Trains, Dinosaurs, Vehicles	mini wooden people Finger puppets/story characters Retelling of familiar stories	Own resources Block people, mini wooden people, made up characters Resources that are not gender specific
Environment		
Specific resources (airport, fire engines, car park, rocket, pirate ship, houses, castles etc)	Non-specific resources (cave, toad stools etc)	Models made in construction Junk modelling materials, fabrics, natural materials
Promoting other skills		
Playing beside others Comparative language Time- next, after Problem solving- how many cups for dinner? Order, sort, match Hand eye coordination	Sharing, taking turns, interacting, listening to other people's ideas Time- ordering events in the day Manipulate small objects	Keeping play going in character, responding to each other Time- reference at clock, watches Problem solving- How much money do I need? Use small equipment with confidence, skill and coordination
Vocabulary and Discussions		
Dependent on set up Relate to own experiences Talk about the different characters and their role in different situation	Talk in language of different roles	Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up
Skills Progression		

Autumn Term Character Development • Play alongside others • Use familiar characters • Recreate familiar experiences • Act out simple events • Begin to give characters voices Storytelling • Retell familiar stories • Sequence events • Use repeated story language • Join in with adult modelling Language • Name characters and objects • Describe what is happening • Use simple story vocabulary	Spring Term Character Development • Play collaboratively • Take on different roles • Respond to others' ideas Storytelling • Retell stories independently • Change parts of a story • Create simple storylines • Combine ideas from different stories Language • Use recently taught vocabulary • Describe characters and settings • Explain events	Summer Term Character Development • Create original characters • Sustain play over time • Develop character motivations Storytelling • Invent narratives • Create complications and solutions • Retell stories with greater detail • Use story language independently Language • Use ambitious vocabulary • Explain ideas and thinking • Negotiate roles with peers
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Enhancements linked to themes

Autumn 1: I Am Unique Enhancements • Family figures • Wooden people • Homes • School buildings • Mirrors • Community vehicles Focus • My family • My home • My school • Friends Vocabulary • family • home • friend • school	Autumn 2: Autumn Magic Enhancements • Woodland animals • Autumn treasures • Fairies • Wizards • Space figures • Rockets • Story characters from <i>Room on the Broom</i> Focus • Seasonal change • Hibernation Vocabulary • Nocturnal animals • Space • autumn	Spring 1: Winter Detectives Enhancements • Arctic animals • Penguins • Snow scenery • Detective characters • Magnifying glasses Focus • Winter • Cold places • Investigation Vocabulary • investigate • clue • habitat • snow • ice • Arctic	Spring 2: Growing and Glowing Enhancements • Gardens • Insects • Flowers • Caterpillars • Butterflies • Garden centre resources Focus • Growth • Life cycles • Plants Vocabulary • seed • root • stem	Summer 1: Animal Kingdom Enhancements • Farm animals • African animals • Safari vehicles • Habitats • Small world farm Focus • Wild animals • Farm animals • Habitats Vocabulary • habitat • farm • wild • safari • offspring	Summer 2: Wish You Were Here Enhancements • Boats • Seaside buildings • Sea creatures • Treasure chests • Islands • Maps Focus • Seaside • Holidays • Journeys Vocabulary • beach • sea • coast • journey
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• community Challenge Ideas • Can you build your family? • Can you tell a story about your home? • Can you show your journey to school?	• leaf • nocturnal • hibernate • moon • star • planet Challenge Ideas • Can you make a habitat? • Can you create a new planet? • Can you retell <i>Room on the Broom</i>?	Challenge Ideas • Can you solve the mystery? • Can you build an Arctic habitat? • Can you explain your clues?	• flower • caterpillar • butterfly Challenge Ideas • Can you tell the story of a seed? • Can you show a butterfly life cycle? • Can you create a garden?	Challenge Ideas • Can you sort wild and farm animals? • Can you build a habitat? • Can you tell an animal adventure story?	• island • ocean Challenge Ideas • Can you create a seaside town? • Can you tell a holiday story? • Can you go on a treasure hunt adventure?
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End Point

By the end of Reception, children confidently use small world resources to retell familiar stories, create their own narratives, develop characters and settings, sustain imaginative play with others and use a rich vocabulary drawn from their curriculum learning.



Book Nook

At Huncote Primary School, the Book Nook is a welcoming space where children develop a love of reading, storytelling and language. Through carefully selected texts, story props and curriculum-linked enhancements, children are encouraged to explore books independently, revisit familiar stories, develop comprehension skills and engage in meaningful conversations about what they have read. The Book Nook provides opportunities for children to build vocabulary, retell stories, make predictions and develop early reading behaviours. Children progress from enjoying and sharing books with others to confidently discussing stories, applying new vocabulary and using books as a source of information, inspiration and enjoyment.

Concepts of print

Engage in story time A range of fiction and non-fiction books Nursery rhymes Comics/magazines Catalogues Newspapers Different languages Known logos and words Names	Chooses books for others to read to them Looks through books for pleasure Matching words and pictures A range of fiction and nonfiction books Nursery rhymes Comics/magazines Catalogues Newspapers Different languages	Reading books for pleasure Phonics books Matching sentences and pictures Key words Character names A range of fiction and non-fiction books Nursery rhymes Comics/magazines Catalogues Newspapers Different languages
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Story telling

Retelling well known stories or a part of a well know story Puppets, small world creatures, Mini mes linked to well-known stories and nursery rhymes Story stones and logs Asks about unknown vocabulary	Retelling not so familiar stories Making up own stories Puppets, small world creatures, Mini mes linked to stories and nursery rhymes Own resources Story stones and logs Understands new vocabulary	Retelling newly introduced stories Altering stories (e.g. changing the character or ended to a story) Own resources Block people, mini mes, made up characters Story stones and logs Uses new vocabulary in context
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Attention

Comments on texts Ask questions Small group and whole class story time Books based on interests	Holds a conversation about a text Audio stories (with linked pictures or book) Books based on interests	Makes predictions about what might happen Answers questions Reading with an adult Books at current phonics level Books based on interests
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Reading Skills

Spots individual sounds Known logos and words Names	Short words to match to pictures of objects or characters in books (e.g. 'Mog') Audio stories with books	Books at current phonics level
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Vocabulary and Discussions

Relate to own experiences Knowns meaning of the words 'character' and 'setting' mean Talk about the different characters and their role in different situation Ask children questions about what has been read (e.g. who is the main character, what has happened?)	Talk in language of different roles Knows the meaning of 'fiction' and 'non-fiction', 'title', 'author', 'illustrator' Talk about what might happen next.	Develop the language of dialogue Extend vocabulary of imaginative play, linked to role play set up Perform for an audience, knowing how to entertain Discuss how stories could be changed or what would happen if... Uses new vocabulary in context Inference questioning
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Progression of Skills in our Book Nook

Autumn Term Reading Behaviours • Handle books carefully • Enjoy sharing books with adults • Join in with repeated phrases • Choose favourite stories • Understand that print carries meaning Storytelling • Retell familiar events • Identify main characters • Talk about favourite parts Communication and Language • Learn and use new vocabulary • Answer simple questions • Relate stories to own experiences Key Questions • Who is in the story? • What happened? • Which part did you like best?	Spring Term Reading Behaviours • Select books independently • Recognise familiar story structures • Understand differences between fiction and non-fiction Storytelling • Retell stories with greater accuracy • Sequence events • Discuss settings and characters Communication and Language • Explain ideas • Use story vocabulary • Make simple predictions Key Questions • What happened first? • What might happen next? • How is the character feeling?	Summer Term Reading Behaviours • Choose books for enjoyment and information • Match books to interests • Begin to discuss authors and illustrators Storytelling • Retell stories independently • Adapt familiar narratives • Invent own stories Communication and Language • Explain reasoning • Use ambitious vocabulary • Discuss similarities and differences between texts Key Questions • Why did that happen? • How would you change the story? • What can we learn from this book?
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Enhancements linked to themes

Autumn 1: I Am Unique! Books Only One You Elmer All Are Welcome	Autumn 2: Autumn Magic Books The Leaf Thief Leaf Man Room on the Broom	Spring 1: Winter Detectives Books <i>Hello Winter</i> <i>The Snow Thief</i> <i>A Thing Called Snow</i>	Spring 2: Growing and Glowing Books Non-fiction books about plants Life cycle books	Summer 1: Animal Kingdom Books Handa's Surprise The Ugly Five What the Ladybird Heard	Summer 2: Wish You Were Here... Books The Snail and the Whale Tiddler Commotion in the Ocean
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The Colour of Me Enhancements Family photo albums Mirrors Emotion cards Persona dolls "My Family" story baskets Vocabulary family unique special friend same different	Little Glow Rama and Sita Enhancements Autumn story stones Leaves and natural treasures Wizard props Space books Story puppets Vocabulary autumn nocturnal hibernate moon star festival	<i>Mr Wolf's Pancakes</i> Enhancements Magnifying glasses Arctic animal puppets Detective notebooks Winter story baskets Vocabulary investigate clue snow ice winter habitat	Easter stories Enhancements Seed packets Life cycle cards Butterfly models Plant photographs Vocabulary seed grow root stem flower life cycle	Farmyard Hullabaloo Enhancements Animal puppets Small world animals Non-fiction animal books Habitat photographs Vocabulary habitat farm wild safari animal	Rainbow Fish Enhancements Shell collection Story maps Sea creature puppets Postcards Non-fiction ocean books Vocabulary ocean beach coast journey sea travel
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Book Nook End Point

By the end of Reception, children confidently select books for pleasure and purpose, talk about characters, settings and events, retell familiar stories, make predictions and use vocabulary from texts in their play and conversations. Children understand that books can provide information, entertainment and inspiration, demonstrating positive attitudes towards reading.

Message Centre (Plus writing in and out of our provision)

The Writing Area inspires children to communicate their ideas through mark-making, drawing and writing. Through real-life writing opportunities linked to the curriculum, children develop confidence, independence and a love of writing whilst applying their phonics, vocabulary and knowledge of the world.

Mark Making/ Writing

Mark making For large scale movements outside- Large paint brushes, dancing ribbons, chunky chalks, parachute, squirter, large paper vertically displayed, chalk board (vertical) Inside writing area- Name cards, large pencils, chunky crayons, chunky felt tips, chunky chalk, variety of paper / card, envelopes, clipboards, different materials to write in (salt, glitter, hair gel, shaving foam etc) secret symbols displayed,	Writing sounds, they can hear Sound mats, word mats, large writing frames, chalk, felt tips, pencils, crayon, white board pens and boards, different coloured / shaped / sized paper, themed paper, pictures of places / characters	Writing words and sentences As before and post it notes, writing frames, biros, writing prompts (e.g. finger spaces)
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Pencil Control

Simple stencils, Chunky pencils, chunky crayons, chunky felt tips	Simple tracing of different lines Pencil grippers	Detailed tracings Pencils
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Pencil Grip

Shows a preference for a dominant hand Mark makes in palmer grip Adult support, hand gym exercises, handwriting sessions, chunky writing instruments	Starting to move towards a tripod grip Holds and uses a pencil confidently Adult support, hand gym exercises, handwriting sessions, pencil grippers	Holds pencil effectively- tripod grip Forms letters correctly Adult support, hand gym exercises, handwriting sessions
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Writing for a purpose

Based on topics and interests- signs and labels, naming work, lists, messages, tickets, cards, books, certificates, speech bubbles, on calendar, letters, captions, stories, instructions etc

Progression

Autumn Give meaning to marks. Write own name. Record initial sounds.	Spring Write CVC words. Begin captions. Use phonics independently.	Summer Write simple sentences. Re-read writing. Record ideas independently.
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Label pictures and models.		Write for simple purposes.		Write confidently for a range of purposes linked to play and learning.	
Autumn 1: I Am Unique! Enhancements Family photographs Mirrors Name cards Birthday cards "All About Me" booklets Classroom post box Labels for body parts Emotion cards Writing Opportunities Writing names Labelling self-portraits Family labels Messages to friends Birthday cards "This is me" books Vocabulary family unique different same friend special belong	Autumn 2: Autumn Magic Enhancements Potion bottles Scroll paper Wizard hats Autumn treasures Christmas cards Star-shaped writing paper Letter box for Father Christmas Nocturnal animal photographs Writing Opportunities Potion recipes Spell books Wish upon a star message Autumn labels Christmas lists Letters to Father Christmas Animal fact cards Vocabulary autumn leaf	Spring 1: Winter Detectives Enhancements Detective notebooks Clipboards Magnifying glasses Evidence bags Footprint cards Chinese New Year cards Pancake recipe cards Writing Opportunities Recording clues Winter captions Fact writing Wanted posters Chinese New Year wishes Pancake instructions Vocabulary investigate clue evidence winter cold ice	Spring 2: Growing and Glowing Enhancements Seed packets Plant labels Gardening catalogues Flower photographs Observation notebooks Easter card materials Writing Opportunities Seed diaries Plant labels Growth observations Easter cards Garden centre order forms Life cycle books Vocabulary seed root stem flower grow life cycle	Summer 1: Animal Kingdom Enhancements Animal photographs Zoo tickets Adoption certificates Safari maps Farm visit photographs Binoculars Animal fact books Writing Opportunities Animal fact files Zookeeper reports Adoption certificates Farm recounts Animal labels Missing animal posters Vocabulary habitat wild farm safari animal offspring	Summer 2: Wish You Were Here... Enhancements Postcards Maps Travel brochures Suitcases Tickets Passports Treasure maps Seaside photographs Writing Opportunities Postcards home Packing lists Holiday brochures Treasure maps Travel tickets Seaside poems Holiday diaries Vocabulary beach coast journey travel holiday ocean

	nocturnal moon star magical hibernate				
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End Point

By Summer 2, children should be independently choosing to write within their play to:

- record ideas
- create stories
- make lists
- write messages
- produce simple information texts
- communicate experiences linked to the curriculum and their interests.



Mathematics Area (throughout the provision too)

At our school, we believe that every child is a mathematician. Through a carefully planned and well-resourced mathematics area, children develop a deep understanding of number, pattern, shape, measure and mathematical relationships through exploration, play and problem solving.

Our mathematics provision is designed to support children in becoming confident, capable and curious learners who can apply their mathematical understanding independently across the environment. Through continuous provision and progressive enhancements linked to White Rose Maths, children revisit, practise and deepen mathematical concepts throughout the year.

The maths area provides opportunities for children to:

- Develop a secure understanding of number and numerical patterns.
- Build strong counting principles through meaningful experiences.
- Explore mathematical concepts through practical, hands-on resources.
- Reason, explain and justify their mathematical thinking.
- Apply mathematics within real-life contexts and play scenarios.
- Develop resilience, perseverance and problem-solving skills.
- Use mathematical vocabulary with increasing confidence and accuracy.
- Make connections between different areas of mathematics.

Through carefully planned adult interactions, children are encouraged to talk mathematically, investigate, predict, notice patterns and explain their thinking.

Our curriculum is built upon the White Rose Maths progression and supports children in achieving the mathematical knowledge, skills and attitudes needed for a successful transition into Key Stage One.

Counting		
Objects, counters Number songs and resources Counting out plates and snack	Count up to 10 Counting actions, sounds (instruments, claps, steps), show a number of fingers Match some numbers to quantities- objects, counters, number cards, dice, Numicon	Count up to 20 Objects, Numicon and pictures that can't be moved Dice games where need to collect objects (understanding that the final number is how many they have- cardinal principle) Songs where count backwards
Ordering		
Objects of different size, stacking cups	Order numbers to 5 Different size groups of objects to order Number cards, number stones, number hats, number puppets, number lines for support	Order numbers to 10 Number cards, number stones, number hats, number puppets- with numbers missing Using 1 more/less vocab
Comparing		
Compare number of objects in 2 groups (obvious differences) Objects, natural objects	Compare number of objects in 2 groups (one with larger amount but smaller objects so pupils aren't linking the area taken up with necessarily being representative of the number) Objects, natural objects	Check if groups are equal by matching objects from each group on a one-to-one basis Can share objects equally Compare numbers (e.g. 8 is bigger than 2. 3 is only a little bigger than 2) Objects, natural objects, number cards, number lines
Composition		

Seeing groups and combining for a total. Encourage making different arrangements of a number within a whole Numicon, cubes, multilink, counters, natural objects	Explore different ways that numbers can be partitioned, i.e. into more than two groups. Situations to promote this include increasing the number of pots to put a given amount into, e.g. planting ten seeds into three or more pots. Role play, e.g. in a toy shop, ten toys need arranging onto the three shelves. Sharing objects between people/groups	How many are hidden in a known number of things. For example: 'Five toys go into a tent, then two come out. How many are left in the tent?' Playing hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc. Utilising classroom routines such as tidy-up time to identify how many are still missing from a pot with a number label.	Inverse operations- partitioning exploring songs; for example, 'Five Currant Buns' – show that the whole is still five, but some are in the shop, and some have been taken away; check throughout that there are still five currant buns playing skittles and looking at how many are standing. How many have fallen over? How many are there altogether?
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Representing

Join in with number rhymes (using fingers). Represent numbers using objects (two cars) or marks. Begin to know what numbers looks like.	Show a number of fingers Represents numbers using mathematic objects that can be moved (blocks, cubes, counters, sorting animals, 5 and 10 frames, part, part, whole frames)	Represents numbers using amounts that can't be moved (Numicon, white boards, mark making tool)
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Patterns

Talks about patterns Copies patterns Continues patterns Fabric patterns, wrapping paper patterns, stacking blocks	2 objects for creating own patterns 3 or more objects for creating patterns Peg boards, compare bears, natural resources, coins, shapes Language related to size, weight and capacity	Create patterns with a variety of objects and more intricate (e.g. 2 twigs, 1 leaf, 2 acorns and repeat).
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Shape/ Space

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Combine objects to make new shapes Positional Lang- 'on top', 'under' Positional 'forward', 'backwards' 'forwards', Shape blocks, obstacle course, object hunt, Bee Botts, acting out stories (We're going a bear hunt, Little Red Riding Hood) stories Red Riding Hood), making dens out stories Opportunity to see shapes bear hunt, Little Riding bikes/scooters around interesting printing and (create using shapes to (e.g. 'can you Model property language-construction from number of 'sides/ corners/ train track, directing a simple robot or The remote-controlled toy vehicle along a route,	Representing spatial relationships Lang- 'in front of', 'behind', relationships 'backwards' Directional Lang- 'left', Obstacle course, construction, small on world, object hunt, Bee Botts, (We're going on a bear hunt, little (We're going on a Construction, junk Red Riding collecting resources for a Identify similarities between shapes represent representations of printing 'curve', Making 3D shapes using edges/ interlocking shapes. Three Little Pigs for building houses) making a map) making figures from	Representing spatial properties (e.g. uses 'right' represent wheels Obstacle course, roll). sides' acting out construction, object hunt, Bee Botts, modelling, orientations purpose, to make a tent Hood), drawing wooden with shapes folding and jigsaws, making a complete above, looking down on shapes	Showing awareness of shape cylinders to Use lang- 'vertices', because they can 'equal sides', small world, understand that 2D acting faces of 3D shapes See triangles and rectangles shapes, magnetic tiles, Making cutting making pictures and circuit with a Construction, it?', faces'	Describe properties relationships between 'parallel shapes shapes are shapes in different a decorations by routes, patterns with shapes, stories as prompts	Awareness of Direction Lang- 2D shapes to construct 3D model, e.g. using construction activities, objects) relationships (e.g. draw your
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Measure

Recognising attributes (e.g. a stick is long, adults are tall) Model Lang- 'long', 'tall', 'high', 'heavy', 'fully' etc Play dough- discuss length of snakes, weight of different lumps etc Water and sand- capacity, weight Time Events in a day Sequence of events- e.g. snack, then play Use Lang- 'next', 'later'	Comparing amounts Find something that is longer/shorter or heavier/lighter than a given reference item. Lang- more specific - 'taller than', 'heavier than', 'lighter than', and 'holds more than', and more general comparative phrases, such as 'not enough', 'too much', and 'a lot more'. When comparing lengths directly align the starting points, and compare like-for-like Tipping scales, see-saw, jugs, ribbons, string, skipping ropes, twigs, pots, containers Time Days of the week Un-muddling visual timetables, making picture sequences for cooking instructions, describing sequences by re-telling stories Use Lang- 'after that', 'then', 'before'	Estimating and comparing Making a bed for a teddy using blocks, selecting a box or container to store a specific item, dressing dolls, and selecting different-sized clothes, finding things that will fit inside a matchbox Time Seasons of the year	Understanding relationship between size and units Compare units of different sizes in practical contexts (bigger we need less)- water tray filling bucket with teaspoon compared to filling with bottles, fill identical containers with different-sized objects, e.g. small balls or large balls. Questioning- What can help me fill the water tray? Which box id best to store the buttons, 'Estimation Station', playdough and choosing cutters to make the most	Comparing indirectly Problems - 'I would like to move this table outside – do you think it will fit through the door?' Making 'Russian doll'-type sets of nesting boxes from a collection Finding ways of seeing if the cupboard or carpet will fit in the role-play area without moving it Finding which of three pairs of shoes is heaviest for packing in a rucksack Packing a shopping bag, making sure the lightest items do not get squashed by heavier things Time Months of the year	Use units to compare Cubes, same size construction blocks, multilink, height charts, timers, measuring tapes, rulers Set up a 'filling station' with lots of different-sized containers to fill with beads, then comparing capacities Large bricks to measure the height of individuals Metre sticks to see if an elephant or dinosaur would fit in the room Measuring the growth of a beanstalk or sunflower with Multilink Comparing the capacity of different bottles by filling lots of glasses Time Time durations events on a class calendar to count down to Timers provided for children to set and respond to challenges Time durations with songs or music.
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Sorting

Coloured objects, different size objects, beads, different animals, objects with simple categories	Weights Sorting hoops	Sorts by their own categories Realises some objects can be in more than one category and explain what they have done
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Progression of Mathematical Thinking Across the Year

Autumn Sort and Compare Count small sets Notice simple patterns Explore shape	Spring Understand number composition Number bonds and relationships Measure and compare accurately Describe shape properties	Summer Apply number knowledge flexibly Add, subtract, share and group Solve practical problems Use spatial reasoning confidently
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Enhancements and Mathematical Learning

Enhancements are carefully planned in line with White Rose Maths themes. They provide opportunities for children to revisit taught concepts, apply mathematical knowledge independently and deepen understanding through meaningful play and investigation.

Autumn 1: Match, Sort and Compare Enhancement: Autumn Sorting Investigation Resources Added: Leaves, conkers, pinecones, shells, sorting hoops and sorting trays. Purpose: Children explore similarities and differences by sorting objects according to their own criteria and begin to compare groups. Mathematical Learning: Sorting by colour, size, shape and type	Autumn 2: Numbers 1, 2 and 3 Enhancement: Number Collections Resources Added: Baskets containing groups of 1, 2 and 3 objects. Purpose: Children develop early number sense through counting, subitising and matching quantities to numerals. Mathematical Learning: Subitising small amounts Counting with one-to-one correspondence	Spring 1: Numbers 4, 5, 6, 7 and 8 Enhancement: Five Frame Challenge Area Resources Added: Five frames, counters, Numicon and number cards. Purpose: Children investigate number composition and begin to recognise structured arrangements. Mathematical Learning: Subitising to 5 Exploring part-part-whole relationships Understanding composition of numbers	Spring 2: Building 9 and 10 Enhancement: Number Bonds Investigation Resources Added: Ten frames, Numicon, counters and part-whole models. Purpose: Children explore different ways of making 10. Mathematical Learning: Number bonds to 10 Partitioning numbers Recognising patterns within number Developing mathematical fluency	Summer 1: To 20 and Beyond Enhancement: Number Track Adventure Resources Added: Number tracks to 20, Number blocks and small world characters. Purpose: Children strengthen understanding of the counting sequence beyond 10. Mathematical Learning: Counting forwards and backwards Recognising teen numbers Ordering numbers Understanding quantity beyond 10	Summer 2: First, Then, Now Enhancement: Story Maths Basket Resources Added: Small world figures, story cards, dice and counters. Purpose: Children create and solve simple mathematical stories. Mathematical Learning: • Addition • Subtraction • Explaining reasoning • Mathematical vocabulary Enhancement: Sharing Picnic Challenge
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Identifying similarities and differences Comparing sets using more than, fewer than and the same as Developing mathematical language Enhancement: Pattern Exploration Tray Resources Added: Natural loose parts, pattern strips and pattern cards. Purpose: Children investigate and create repeating patterns through practical exploration. Mathematical Learning: Copying patterns Continuing AB patterns Spotting mistakes in patterns Describing pattern rules	Matching quantity to numeral Recognising representations of numbers Enhancement: Shape Detective Station Resources Added: Circle and triangle hunt cards, shape viewers and photographs. Purpose: Children identify and explore circles and triangles within the environment. Mathematical Learning: Shape recognition Shape vocabulary Identifying properties Making mathematical connections	Recognising one more and one fewer Enhancement: Capacity Investigation Area Resources Added: Funnels, jugs, containers and measuring tools. Purpose: Children explore capacity through practical play and investigation. Mathematical Learning: Comparing capacities Estimating Using language such as full, empty and nearly full Problem-solving through exploration	Enhancement: Measuring Workshop Resources Added: Tape measures, cubes, rulers and challenge cards. Purpose: Children compare and measure objects around the provision. Mathematical Learning: Comparing length and height Measuring using non-standard units Making estimates Recording findings Enhancement: 3D Shape Builders Resources Added: 3D shapes, construction kits and shape photographs. Purpose: Children investigate shape properties through building. Mathematical Learning: Naming 3D shapes Exploring faces, edges and vertices Comparing shapes	Enhancement: Spatial Reasoning Challenge Station Resources Added: Tangrams, shape puzzles and construction photographs. Purpose: Children manipulate shapes to solve spatial problems. Mathematical Learning: Rotating and combining shapes Visualising arrangements Problem solving Using positional language	Resources Added: Plates, food models and counters. Purpose: Children explore sharing and grouping through practical activities. Mathematical Learning: Equal sharing Grouping Fairness Early multiplication concepts Enhancement: Pattern and Relationships Investigation Resources Added: Beads, loose parts and pattern challenge cards. Purpose: Children create, extend and explain more complex patterns. Mathematical Learning: Creating repeating patterns Describing rules Spotting relationships Generalising mathematical ideas
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			Solving construction problems		
Enhancements Linked to Curriculum Themes					
Autumn 1: I Am Unique White Rose: Match, Sort and Compare Enhancements Family photo sorting cards Mirrors Emotion sorting hoops Button sorting trays Compare Me Bears Pattern faces using loose parts Mathematical Learning Sort by different attributes Compare quantities and sizes Identify similarities and differences Create and continue simple patterns Challenges Can you sort people by different features?	Autumn 2: Autumn Magic White Rose: Numbers 1, 2 and 3 Enhancements Conker counting baskets Leaf number matching Magic potion counting cards Number blocks 1-3 Circle and triangle hunt Mathematical Learning Recognise numbers 1-3 Subitise small quantities Match numeral to quantity Identify circles and triangles Challenges Can you collect 3 conkers?	Spring 1: Winter Detectives White Rose: Numbers 4, 5, 6, 7 and 8 Enhancements Detective number hunt Snowflake counting trays Arctic animal five-frame challenges Ice cube counting investigations Capacity exploration station Mathematical Learning Develop understanding of numbers to 8 Explore number composition Compare capacity Solve number problems Challenges Can you find 5 clues? Can you show 7 on a five frame and Numicon? Which container holds the most?	Spring 2: Growing and Glowing White Rose: Building 9 and 10 Enhancements Seed tray ten frames Flower number bonds Measuring sunflower challenge Plant growth measuring station 3D shape greenhouses Mathematical Learning Number bonds to 10 Compare length and height Explore 3D shape Measure growth over time Challenges How many more make 10? Which plant is tallest? Can you build a greenhouse from 3D shapes? Vocabulary bond	Summer 1: Animal Kingdom White Rose: To 20 and Beyond Enhancements Safari number tracks to 20 Animal counting collections Habitat counting games Patterned animal skin investigations Tangram animal challenges Mathematical Learning Count beyond 10 Recognise teen numbers Explore spatial reasoning Create and identify patterns Challenges Can you count 20 animals? Can you build an animal using tangrams? Can you order numbers to 20? Vocabulary teen numbers before after	Summer 2: Wish You Were Here... White Rose: First, Then, Now Enhancements Seaside shop Ice cream sharing station Postcard addition stories Shell pattern investigations Treasure hunt maths problems Mathematical Learning Addition and subtraction Sharing equally Grouping objects Spotting mathematical relationships Challenges How many shells altogether? Can you share the ice creams equally? What happened first, then and now? Vocabulary add subtract altogether

Can you make a repeating face pattern? Who is taller? Shorter? What is the same and what is different? Vocabulary sort same different more fewer pattern	Can you make a potion using 2 leaves and 1 pinecone? Can you find circles in the classroom? Vocabulary one two three circle triangle count	Vocabulary count more less full empty capacity	ten taller shorter cube cylinder	count on pattern shape	share equal group
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End Point

By the end of Reception, children confidently and independently select mathematical resources to explore, investigate and solve problems. They demonstrate a deep understanding of numbers to 10, can count securely beyond 20, recognise patterns, compare measures and apply mathematical knowledge across the provision. Children explain their thinking using mathematical vocabulary, justify their ideas and use mathematics purposefully within play, preparing them for the expectations of Year 1.

Outdoor kitchen

The Outdoor Kitchen provides opportunities for children to develop imagination, communication, cooperation and problem-solving skills through real-life role play. Children explore preparing food, following recipes, serving others and creating their own imaginative scenarios whilst applying literacy, mathematics and communication skills in meaningful contexts.

Control/Body Movement					
Elbow, shoulder, whole body large workspace		Wrist, hand Medium workspace		Fingers, hand Small workspace	
Filling					
Shape and form Develop observational skills	Manipulative Skill- filling container Discuss sizes of containers. Respond to instructions (e.g. can you fill your bucket? Can you make a square sandcastle?)	Manipulative Skill- filling the bucket and turning over to make a sandcastle Match the sandcastle to the bucket. Which spade would be best to fill the largest bucket? Match the mould to the shape.	Look at properties of different sand (dry, wet). Can they make a sand castle? Why did it work/ not work? Look at other containers and discuss 3D shapes	Vocab- describe what they are doing/ making and likes/dislikes	
Pouring/ Emptying Skills					
Large vessel with handle and defined spout, small vessel with handle undefined spout	Large vessel, no hand defined spout	Large long spout vessel, small, long spout vessel	Large vessel no handle, no spout, small vessel no handle, no spout	Large vessel side pouring handing, small vessel side pouring handle	Variety of vessels with taps to open and stem the flow.
Sieve/sift/Mix					
Fingers and hands, grain sifter, large colander, large spoons and bowls	Cutlery drainer, large weave fabric	Sieve, potato masher, seed tray Lid, smaller spoons and utensils to mix	Long handled tea strainer, sink strainer, tee ball. Objects such as sticks, long sticks to mix smaller amounts	Combs- different size teeth, small weave mesh	Fingers
Following instructions/ recipes					
Talks about what they are putting into their creation Variety of natural resources (twigs, stones, leaves, water, conkers, pinecones, daisies, soil etc)	Follows simple recipes, making sure they use the correct quantities Variety of natural resources to match recipes		Follows longer and more detailed recipes Experiments with changing recipes Variety of natural resources to match recipes		Makes up their own recipes and record for others to use Variety of natural resources (twigs, stones, leaves, water, conkers, pine cones, daisies, soil etc) Writing materials (paper, pens, pencils, whiteboards and pens, notebook)
Vocabulary and Discussions					

Name equipment -bucket, tray, spade, sieve, funnel etc Pour, fill, flow through Explore shape and form Develop 1-to-1 correspondence	Language links to capacity- Full, empty, nearly full, nearly empty, half full, half empty, capacity, observe patterns-vary in height/ speed of sand falling	Vocab concerning properties-wet, cold, damp, dry, hard, soft, smooth, rough, bumpy, sticky Observes changes	Comparative language-Compare spoons, spades, ladles, scoops. Which is the largest/smallest? Which will hold the most/least? More than/less than. Which is the heaviest/lightest? largest, smallest, most, least, heaviest, lightest. Discusses why changes happen	Explain why they are doing what they are doing
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Progression of Skills

Autumn Term Explore kitchen equipment safely Fill, pour and transfer ingredients Pretend to prepare food Name kitchen equipment Play alongside others Talk about what they are making Follow simple instructions Vocabulary mix stir spoon bowl recipe cook serve pour	Spring Term Follow simple recipes Work cooperatively with others Measure and compare ingredients Assign roles within play Create meals for different purposes Explain choices and ideas Solve simple problems Vocabulary ingredient measure heavier lighter recipe compare menu order	Summer Term Create their own recipes Organise and lead play Adapt recipes and ideas Apply literacy and mathematical skills Negotiate roles independently Explain reasoning Sustain imaginative play over time Vocabulary customer organise improve ingredient quantity estimate equal instructions
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Enhancements linked to theme

Autumn 1: I Am Unique! Add Family recipe cards Baby feeding resources Family photographs Home role play props Tea set Challenges	Autumn 2: Autumn Magic Add Autumn vegetables Pumpkin pictures Harvest baskets Soup recipe cards Herb pots Challenges	Spring 1: Winter Detectives Add Hot chocolate station Mugs Winter recipe cards Investigation clipboards Pancake ingredients Challenges	Spring 2: Growing and Glowing Add Herbs Seeds Garden vegetables Plant labels Fruit and vegetable baskets	Summer 1: Animal Kingdom Add Animal picnic resources Farm shop items Safari café menus Animal food bowls Market stall baskets Challenges	Summer 2: Wish You Were Here... Add Ice cream parlour resources Seaside café menus Postcards Holiday picnic baskets Beach snack shop
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★ Can you make a meal for your family? ★ Can you set the table? ★ Can you prepare a birthday party? ★ Can you count how many plates you need? Vocabulary family home plate cup celebrate birthday	★ Can you make autumn soup? ★ Can you follow a recipe? ★ Can you create a harvest feast? ★ Can you sort ingredients? Vocabulary autumn harvest pumpkin recipe ingredients vegetable	★ Can you make hot chocolate? ★ Can you create a winter café? ★ Can you record customer orders? ★ Can you follow a recipe? Vocabulary winter warm café menu order customer	Challenges ★ Can you make a healthy lunch? ★ Can you sort fruits and vegetables? ★ Can you create a menu? ★ Can you make a recipe using vegetables? Vocabulary • healthy • fruit • vegetable • seed • grow • garden	★ Can you prepare a picnic? ★ Can you sort foods? ★ Can you run a farm shop? ★ Can you create a menu? Vocabulary farm market picnic animal food healthy	Challenges ★ Can you serve ice creams? ★ Can you write a menu? ★ Can you organise a picnic? ★ Can you count the customers? Vocabulary café holiday menu seaside customer picnic
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Mathematical Opportunities

Children can:

- Count objects
- Share food equally
- Compare quantities
- Use money in play
- Measure ingredients
- Follow sequences
- Solve practical problems

Writing Opportunities

Children can:

- Write shopping lists
- Record recipes
- Write menus
- Take orders

- Create signs
- Make invitations

End Point

By the end of Reception, children confidently use the Outdoor Kitchen to develop imaginative play, collaborate with others and apply learning from across the curriculum. They independently create and follow recipes, use mathematical and literacy skills for a purpose, communicate effectively with peers and adults, and sustain complex role play scenarios using a rich and varied vocabulary.



Outside Area (including physical skills)

The Outdoor Learning Area provides children with opportunities to investigate, explore, create, problem solve and apply learning on a larger scale. Children develop independence, resilience and curiosity whilst engaging in meaningful experiences linked to our curriculum themes.

Through carefully planned enhancements and adult interactions, children are encouraged to take risks, explore the natural environment, collaborate with others and develop their understanding of the world around them.

Balancing Skills

Chalk lines, wide planks, wooden blocks, tyres, coloured dots	Narrow beam, obstacle course, stepping stones	Den making area
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Throwing and catching

Large balls	Bean bags, large tennis bats	Tennis balls, Velcro throw and catch game, narrow bats
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Arm/ Upper body Development

Flags, dancing scarves, large paint brushes, rollers, large construction, large material cubes, crates	Dancing ribbons, material, large wooden construction, tyres, tri-golf
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Jumping Skills

Coloured spots, chalk lines, big blocks	Stepping stones, tyres, chalked numbers/letters	Skipping ropes
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Climbing

Wide beams, wooden blocks, tyres, stepping stones, climbing wall	Narrow beam, larger wooden blocks,	den making poles
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Progression of Skills

Autumn Children Learn To: - Explore the outdoor environment confidently. - Notice similarities and differences. - Use natural resources independently. - Follow simple hunting and collecting tasks. - Make observations. - Play alongside others. - Use simple descriptive language.	Spring Children Learn To: - Investigate and ask questions. - Work collaboratively. - Observe and discuss changes over time. - Use tools purposefully. - Begin to solve problems independently. - Explain ideas and predictions.	Summer Children Learn To: - Lead investigations independently. - Create and complete challenges. - Apply knowledge from across the curriculum. - Solve practical problems. - Use increasingly ambitious vocabulary. - Explain thinking and reasoning. - Sustain projects over time.
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Enhancements linked to themes

Autumn 1: I Am Unique!	Autumn 2: Autumn Magic	Spring 1: Winter Detectives	Spring 2: Growing and Glowing	Summer 1: Animal Kingdom	Summer 2: Wish You Were Here...
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Enhancements Mirrors outdoors Family photo hunt All About Me clipboards Body outline chalk stations Emotion faces Name hunt Focus Similarities and differences Families Self-awareness Belonging Challenges ★ Can you find your name? ★ Can you create a portrait using natural objects? ★ Can you find somebody who is the same as you? ★ Can you make a body using loose parts? Vocabulary • unique • family • same • different	Enhancements Leaf collections Conker investigations Pumpkin exploration Nocturnal animal hunt Stargazing station Potion area Focus Seasonal change Autumn Nocturnal animals Space Challenges ★ Can you sort autumn treasures? ★ Can you make a repeating pattern? ★ Can you build a habitat for a hedgehog? ★ Can you collect five different leaves? Vocabulary • autumn • leaf • nocturnal • hibernate • moon • star	Enhancements Investigation station Magnifying glasses Ice investigations Animal tracks Detective clipboards Winter treasure hunt Focus Observation Investigation Winter Materials Challenges ★ Can you identify the tracks? ★ Can you investigate ice? ★ Can you record your findings? ★ Can you solve the mystery? Vocabulary • investigate • clue • evidence • ice • cold • observe	Enhancements Planting area Seed station Gardening tools Life-cycle cards Mini greenhouse Measuring plants Focus Growth Life cycles Caring for living things Challenges ★ Can you plant a seed? ★ Can you measure your plant? ★ Can you sequence a life cycle? ★ Can you look after the garden? Vocabulary • seed • root • stem • flower • grow • life cycle	Enhancements Bug hotel Safari station Animal habitats Binoculars Minibeast hunt Habitat investigation cards Focus Habitats Animals Living things Challenges ★ Can you find a minibeast? ★ Can you create a habitat? ★ Can you sort animals? ★ Can you explain where an animal lives? Vocabulary • habitat • animal • minibeast • wild • farm • survive	Enhancements Maps Suitcases Transport signs Seaside investigation tray Treasure hunt Postcard station Focus Travel Journeys Seaside locations Challenges ★ Can you follow a map? ★ Can you create a journey? ★ Can you find the treasure? ★ Can you record what you discover? Vocabulary • journey • travel • map • beach • coast • ocean
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- belong
- friend

End Point

By the end of Reception, children confidently use the outdoor environment to investigate, explore, create and solve problems independently. They collaborate with others, use a rich vocabulary to explain their ideas and apply knowledge from across the curriculum. Children demonstrate curiosity, resilience and independence whilst engaging with the natural world and taking part in meaningful outdoor experiences.

Outdoor Stage

The Outdoor Stage provides opportunities for children to develop communication and language, creativity, confidence and self-expression through music, storytelling, drama, dance and performance.

Children use the stage to retell familiar stories, perform songs and rhymes, create narratives, collaborate with others and express their ideas through movement, music and role play.

The stage supports children to:

- Develop confidence when speaking to others.
- Retell stories and experiences.
- Use imagination and creativity.
- Explore music, rhythm and movement.
- Collaborate and perform with peers.
- Develop vocabulary and storytelling skills.
- Express thoughts, feelings and ideas.

Music and Singing

Nursery rhymes/ number songs and puppets, bells, drums, shakers, radio and CD of well-known children's songs	Introduce new songs and instruments once they have been used in Music sessions	Cubes to be used to represent instruments and when they are played (initially taught in music sessions)
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Dance

Dancing scarves, costumes, music	Dancing ribbons, costumes, music
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Story Telling

Props and costumes from well-known stories	Materials, things to make own props (e.g. junk modelling)
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Progression of Skills

Autumn

Children Learn To:

Join in with familiar songs and rhymes
Explore instruments
Act out familiar stories
Use props in play
Perform alongside others
Develop confidence speaking to familiar adults

Vocabulary

perform
sing
dance
story
character
audience

Spring

Children Learn To:

Retell familiar stories independently
Use expression and actions
Create simple performances
Work collaboratively
Use story language during play
Take on different roles

Vocabulary

audience
perform
role
sequence
actor
narrator

Summer

Children Learn To:

Create original performances
Sustain characters and roles
Invent stories
Perform confidently to an audience
Combine storytelling, music and movement
Explain and develop ideas

Vocabulary

performance
rehearsal
character
imagination
expression
performance

Enhancements linked to theme

Autumn 1: I Am Unique!

Add

Mirrors
Family puppets
Microphones
Family song cards
Emotion cards

Children Can

- ★ Perform favourite nursery rhymes
- ★ Talk about themselves
- ★ Act out family routines
- ★ Share something special about themselves

Vocabulary

family
unique
special

Autumn 2: Autumn Magic

Add

Wizard hats
Wands
Woodland animal masks
Space helmets
Autumn song prompts

Children Can

- ★ Retell *Room on the Broom*
- ★ Perform autumn songs
- ★ Create a magical story
- ★ Act out hibernation

Vocabulary

magical
autumn
nocturnal
wizard

Spring 1: Winter Detectives

Add

Magnifying glasses
Detective costumes
Arctic animal masks
Microphones
Story prompts

Children Can

- ★ Perform a detective story
- ★ Act as an explorer
- ★ Retell winter stories
- ★ Explain clues

Vocabulary

investigate
clue
winter
Arctic
habitat

Spring 2: Growing and Glowing

Add

Life cycle masks
Butterfly wings
Flower headbands
Garden props

Children Can

- ★ Perform the life cycle of a butterfly
- ★ Act out plant growth
- ★ Retell growing stories
- ★ Create Garden performances

Vocabulary

grow
seed
caterpillar

Summer 1: Animal Kingdom

Add

Animal masks
Safari hats
Puppet theatre
Animal story prompts

Children Can

- ★ Create animal adventures
- ★ Perform animal stories
- ★ Move like different animals
- ★ Create a safari show

Vocabulary

habitat
safari
animal
wild
farm

Summer 2: Wish You Were Here...

Add

Travel tickets
Suitcases
Maps
Seaside props
Postcards

Children Can

- ★ Create holiday stories
- ★ Perform seaside adventures
- ★ Act out journeys
- ★ Create treasure hunt dramas

Vocabulary

journey
holiday
travel
beach

friend feelings	spell star		butterfly life cycle		coast ocean
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Communication and Language Opportunities

Retelling stories
 Speaking to an audience
 Listening and responding
 Developing vocabulary
 Using expression and intonation

Literacy Opportunities

Story retelling
 Oral storytelling
 Using story language
 Character development
 Sequencing events

End Point

By the end of Reception, children confidently use the stage to sing, perform, tell stories and express ideas. They collaborate with others, sustain roles within imaginative play, retell familiar stories and create their own narratives using increasingly sophisticated vocabulary. Children perform with growing confidence and use drama, music and movement to communicate their ideas and understanding.



Reception Vocabulary Progression 2026-2027

Intent

Children will develop a rich and ambitious vocabulary through stories, high-quality interactions, continuous provision, direct teaching and first-hand experiences. Vocabulary is revisited, applied and embedded throughout the year across all areas of learning.

Core Tier 2 Vocabulary

These are words the children will repeatedly cover during the term

Autumn

same
different
special
describe
notice
belong
compare
celebrate
discover
observe

Spring

investigate
explain
remember
change
predict
compare
sequence
measure
grow
identify

Summer

protect
adapt
journey
explore
create
organise
environment
compare
explain
observe

Subject Specific Vocabulary

History

Based on our History Curriculum

Autumn 1: My Family and Me

family
baby
child
grown-up
past
present
change
community

Spring 1: Toys

old
new
toy
compare
long ago
artefact

Summer 2: Famous People

famous
important
remember
achievement
history

Geography					
Based on our Geography Curriculum					
Autumn home school village map route		Spring town city countryside coast landmark		Summer country world culture travel journey ocean	
Science (Understanding the World)					
Autumn body senses autumn winter materials		Spring seed root stem flower life cycle freeze melt		Summer habitat offspring predator wild farm survive	
Talk 4 Writing					
Autumn 1: Billy’s Beetle beetle lost found discover worried relieved	Autumn 2: The Enormous Turnip enormous harvest teamwork strength	Spring 1: Goldilocks cottage forest curious disappointed	Spring 2: Runaway Pancake ingredient recipe whisk mixture	Summer 1: 5 Reasons to Love a Lion predator savannah pride habitat Summer 1: Farm Recount	Summer 2: Three Billy Goats Gruff bridge troll fierce challenge Summer 2: Seaside Poetry

				travelled observe experience	coast horizon glistening crashing
End of Reception Vocabulary Outcomes By the end of Reception, children will confidently understand and use a growing range of Tier 2 and subject-specific vocabulary in conversation, play and learning. They will apply vocabulary from stories, investigations and first-hand experiences to explain ideas, describe observations and communicate their understanding of the world around them.					

