

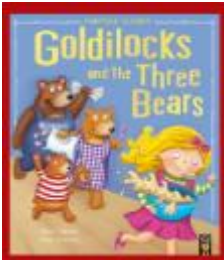
	Autumn 1 (8 weeks)	Autumn2 (6 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Maths	- White rose Maths used for nursery and Year 1 Mastery of number used for reception alongside some White rose elements for SSM					
Nursery	More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say number names Begin to order number names	I see 1, 2, 3 Join in with repeats Explore position and space Show me 1, 2, 3 Move and label 1, 2, 3	Explore position and routes Explore patterns Take and give 1, 2, 3 Match, talk, push and pull	Talk about dots Compare and sort collections Lead on own repeats Start to puzzle	Making patterns together Make games and actions Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort, compare	Reception mastery of number Starting with reception cohort 1. Subitising Perceptual subitising to 3 2. Counting Counting sequence; 1:1 correspondence, cardinality 3. Composition of 3 and 4; all numbers can be made of ones 4. Subitising Subitising to 4; perceptual and conceptual; making 4
Reception	1. Subitising Perceptual subitising to 3 2. Counting Counting sequence; 1:1 correspondence, cardinality 3. Composition	8. Composition Focus on the concept of a 'whole' 9. Composition Focus on the composition of 5 10. Cardinality and counting -counting beyond 5	14. Composition Introduce the '5 and a bit' structure using fingers and die frames as key representations	20. Composition Sort odd and even numbers by looking at their tops; odd blocks and flat tops Mastering	25. Comparison Focus on ordinality: comparing numbers 26. Subitising and the rekenrek 'Seeing' small quantities and numbers within larger	29. Pattern in number Investigate 'parts' and 'wholes' Explore the composition of numbers to 10

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	<p>Composition of 3 and 4; all numbers can be made of ones</p> <p>4. Subitising Subitising to 4; perceptual and conceptual; making 4</p> <p>5. Comparison Focus on language and thinking about attributes</p> <p>6. Cardinality and counting Focus on counting to 5 and the key representation of ‘5 fingers on one hand’, and the die-five pattern</p> <p>7. Comparison by matching, including when groups are equal</p>	<p>11. Subitising Connect subitised quantities to numerals</p> <p>12. Ordinality Order numbers to 5 Focus on each number being 1 more than the previous number</p> <p>13. Composition Focus on the composition of 5 and identify missing parts</p>	<p>15. Comparison Focus on equal and unequal groups</p> <p>16. Counting Connect the counting sequence to ordinality. Connect ordinality and cardinality through the use of the ‘staircase’ pattern and explore ‘1 more’ and ‘1 less’</p> <p>17. Comparison using knowledge of ordinality rather than comparison by matching of quantities Focus on noticing whether a change creates a number which is more or less than another</p> <p>18. Composition of 7 as 2 groups, with a focus on ‘5 and a bit’</p> <p>19. Subitising Practise subitising within 6 Explore doubles</p>	<p>Number 2022/23 ncetm.org.uk</p> <p>21. Counting, cardinality and ordinality Count larger amounts and focus on strategies for counting</p> <p>22. Subitising Focus on structured arrangements including the 10-frame</p> <p>23. Composition Focus on representations of numbers using fingers and 10-frames</p> <p>24. Composition Focus on doubles using different representations</p>	<p>quantities Introduction to the rekenrek Link familiar representations such as numbers of fingers to representations on the rekenrek 27. Counting Strategies for counting Recognise the pattern of the counting system when beginning to count beyond 20 28. Comparison Compare groups of objects that are of different sizes/colours/attributes Develop a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2</p>	<p>Investigate equivalence, doubles and making odd and even numbers</p> <p>30. Deep understanding of numbers to 10 Continue to practically explore the composition of numbers to 10 Investigate 5 as a key ‘anchor’ in the number system Begin to generalise about 1 more/1 less within 10</p> <p>31. Recall of number facts Recall the ‘numbers within’ 3, 4, 5 and 10 Recall double facts, up to ‘5 and 5 make 10’ Recall missing parts within 5</p>
Year 1	Place value within 10 (5 weeks)	Addition and subtraction within 10 (3 weeks) Shape (1 week)	Place value within 20 (3 weeks)	Place value within 50 (2 weeks)	Mass and Volume (1 week) Multiplication and division	Place value within 100 (2 weeks)

	Addition and subtraction (2 weeks)	Consolidation (1 week)	Addition and subtraction within 20 (3 weeks)	Length and Height (2 weeks) Mass and Volume (1 week)	(3 weeks) Fractions (2 weeks) Position and direction (1 week)	Money (1 week) Time (2 weeks) Consolidation (2 weeks)
Phonics	Rhyme Town used for Nursery phonics – RWI is used from Reception (started picture cards Summer 2)					
Nursery	1- The bus station – environmental sounds 2-The bakery – instrumental 3-The hospital – body percussion 4-The Park – rhythm and rhyme	5- The observatory Alliteration 6 – Town hall – voice sounds 7- The farm – oral blending	8 – River bank – oral blending and segmenting 9- Cobbler shop – environmental sounds 10 – the Zoo – voice sounds	11 – Castle – instrumental and body sounds 12- birthday party – rhythm and rhyme 13 – Vets – identify initial sounds	13 – Vets – identify initial sounds (continued) 14 – Seaside – oral blending and segmenting RWI picture cards	RWI picture cards / initial sounds
Reception **The aims in the boxes are approximate aims for this point in the year	Set one sounds and introduction to RWI Read single-letter Set 1 sounds.	Read all Set 1 sounds; blend sounds into words orally.	Blend sounds to read words; read short Ditty stories.	Read Red Storybooks.	Read Green Storybooks; read some Set 2 sounds.	Read Green or Purple Storybooks.
Year 1 **The aims in the boxes are approximate aims	Read Purple Storybooks; read some Set 2 sounds .	Read Pink Storybooks; read all Set 2 sounds.	Read Orange Storybooks; read some Set 3 sounds .	Read Yellow Storybooks.	Read Yellow Storybooks; read all of Set 3 sounds.	Read Blue Storybooks.

<p>Writing / Reading</p>	<p>WCR TEXTS</p> <ol style="list-style-type: none"> 1. Monstersaurus by Claire freedman 2. The squirrels who squabbled by Rachel Bright and Jim field 3. Lost and found by Oliver Jeffers 4. Only One You by Linda Kranz    	<p>WCR TEXTS</p> <ol style="list-style-type: none"> 1. Owl Babies by Martin Wadell 2. Peace at last by Jill Murphy 3. The Emperor's Egg 4. Room on the Broom ?    	<p>WCR TEXTS</p> <ol style="list-style-type: none"> 1. Prince Cinders by Babette Cole 2. Deep Dark Wood by Algy Carig Hall and Ali Pye 3. Goldilocks and the three Bears by Miles Kelly  	<p>WCR TEXTS</p> <ol style="list-style-type: none"> 1. The secret Sky Garden by Linda Sarah and Fiona Lumbers 2. Handa's Surprise  	<p>WCR TEXTS</p> <ol style="list-style-type: none"> 1. 	<p>WCR TEXTS</p> <ol style="list-style-type: none"> 1. The 100 decker bus 2. The boy who sailed the world 3. You cant get an Elephant on a bus
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Nursery - pre writing symbols	I- o + /\	□ / x	△ I- o	/\ x □	+ △	
<p>Reception</p> <p>These are all ideas – they can be changed according to Child interests and different avenues the children want to explore</p>	<ul style="list-style-type: none"> - Label monsters - Write recipes for monster - A sorry letter to your friend the squirrel - lists and captions - maps labels, emotions wheel - who are my friends/ family ? write about them 	<ul style="list-style-type: none"> - write about owls/ hibernation - describe the setting where the owls are - describe the hotel - poetry on the noises Mr Bear hears - 	<ul style="list-style-type: none"> - Re telling the story - describing the main characters - describing the deep dark wood - 	<ul style="list-style-type: none"> - Fruit salad recipe , list writing , labels for fruit , tastes of fruit and describing their taste/ texture/ skin - lists of plant / animals in the garden - how to grow plants/ seeds – label parts of a plant . flowers 	<ul style="list-style-type: none"> - Story maps - Story retelling - describing familiar characters - describe settings- invent new stories based on familiar 	<ul style="list-style-type: none"> -Maps and labels -Drawing maps -Story maps and character journeys - adventures in different places Travelling and ways to travel – making transport and writing about it materials, labels,

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Year 1	Labels , lists and captions recounts Instructions Letters	Non chronological reports Poetry – acrostic / poetry on a theme Setting / character description	Narrative – stories with familiar settings Recount Poetry on a theme / acrostic	Instructions Persuasive poster	Stories with familiar settings Setting / character description Persuasive (poster/ letter)	Recount Narrative – fables Non chronological report
Topic Question EYFS	Who am I ?	When does that happen?	Who is afraid of the big bad wolf?	How does your garden grow?	Who can help me? (including past and present)	How do we get there?
EYFS suggested themes	A child A family member A pupil A member of my community A part of the world	Seasons Day & Night Celebrations/festivals – Bonfire, Diwali, Christmas	Traditional tales: Little Red Riding Hood Goldilocks The Gingerbread Man	Seasonal changes Plants Food – fruit and vegetables Garden animals	Police Fire Fighter Medical teams – Hospital, dentist, GP surgery Vets Teacher Helping others in the community	Transport – land, sea, air (Past and present) Journeys Destinations
Year 1 Topics	<i>**Where necessary some units may have been switched around to match with topics/ themes for more crossover between EYFS and year 1 to support teaching time</i>					
KAPOW UNITS OF WORK (all year 1 units)						
Science	Sensitive bodies	Seasonal changes	Everyday materials	Introduction to plants	Comparing animals	Investigating science through stories
History	How am I making history?		How have toys changed?		How have explorers changed the world?	

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Geography		What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?
Art	Drawing – exploring line and shape		Colour splash		Paper play	
Design Technology		Structures – windmills		Cooking - Smoothie making		Mechanisms – wheels and axles
Computing	Improving mouse skills	Algorithms unplugged / OR Beebots	Online safety	Rocket to the moon	Introduction to data	Digital imagery
Music	Keeping the pulse	Tempo The snail and the mouse	Dynamics – seaside theme	Sound patterns - Fairytales	Pitch -Superheroes	Musical symbols- under the sea
PSHE	Families and relationships	Health and well being	Safety and the changing body	Citizenship	KIDSAFE	Economic wellbeing
Oak Academy units	(All year 1 units					
R.E	New life - How is a new child welcomed ?	Jesus; Why is he so important to Christians ?	Caring – How do stories inspire actions?	Stories- how do different people find deeper meaning?	Places of worship- What makes them sacred?	
TRUST SCHEME						
P E	Multi skills	Gymnastics	Dance	Ball Skills	Ball skills / Striking and fielding	Athletics