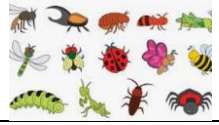
Burford School – Reception Long Term Plan 2026 - 2027

	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
	Term 1 – 7 weeks 07.09.26 – 23.10.26	Term 2 – 7 weeks 2.11.26 – 18.12.26	Term 3 – 6 weeks 04.01.27 – 12.02.27	Term 4 – 5 weeks 22.02.27 – 25.03.27	Term 5 – 7 weeks 12.04.27 – 28.05.27	Term 6 – 6.5 weeks 08.06.27 – 21.07.27
Topic 	All About Me.	Into the Forest.	My world and what I can be.	Growth and Change.	Marvellous Minibeasts.	The Ocean and the Beyond.
High Stakes Project	Scarecrow faces design and make 	Play – Christmas celebration 	Bottle Top Map 	Class scrapbook of ducks. 	Video recordings of recounts of trip, favourite minibeasts and why, facts about minibeasts – Tapestry 	Afternoon tea party with poetry recital 
Memorable Experience	Making apple pies Inviting special guest to come in and read a story on a Friday Self portraits Making Scarecrow faces	Nativity Reverend Graham visiting – talk about Christmas Inviting special guest to come in and read a story on a Friday Forest School Bear hunt around the school Making dens/ caves	Inviting special guest to come in and read a story on a Friday Role Play City – Little City UK Pancake story with Tracey Police visit/ Firefighter visit/ Doctor visit/ Vet visit and animals/ Dentist visit/ Hairdressers Visit	Arrival of eggs - Duck hatching Inviting special guest to come in and read a story on a Friday Stay and Plays Planting Making chocolate nests Ms Ahsan talking to the children about Eid	Trip to Mop End Inviting special guest to come in and read a story on a Friday Forest School Observing snails Raising butterflies	Parents afternoon tea Sports Day Inviting special guest to come in and read a story on a Friday Forest School Tea Party prep

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				Visit to 'The Lantern Church' – Easter		
Key Texts 	Week 1 – The Colour Monster Goes to School The Colour Monster Week 2 – The Planet in a Pickle Jar Week 3 – A Little Bit Brave (DC) Week 4 – The Little Red Hen (DC) Week 5 – Aliens Wear Underpants (DC) Week 6 – The Hundred Decker Bus (OD) Week 7 – Room on the Broom (DC)	Week 1 – Bonfire Night Poem & Beegu (DC & OD) Week 2 -Dipal's Diwali, Little Glow, Diwali books & We're Going on a Bear Hunt (DC) Week 3 – Where the Wild Things Are (DC & OD) Week 4 – The Jolly Christmas Postman & the Goldilocks and the Three Bears (DC) Week 5 – The Jolly Christmas Postman & Little Red Riding Hood (DC) Week 6 – The Jolly Christmas Postman & The Gingerbread Man (DC) Week 7 – The Christmas Pine (DC) & Winter Poem	Week 1 – The Marvellous Moon Map (OD) Week 2 - Lost and Found (OD & DC) Week 3 - Penguin (DC) Week 4 - Franklin's Flying Bookshop (OD) Week 5 - Would You Rather? (DC) Week 6 – Chinese New Year – Dragon Noodle Party	Week 1 – Spring & a spring poem & Goodbye Winter, Hello Spring (OD) Week 2 – The Odd Egg (DC) Week 3 – The Disgusting Sandwich (OD) Week 4 – Jack and the Beanstalk (DC) Week 5 – The Enormous Turnip (DC)	Week 1 – Look What I Found by the River (OD) Week 2 – Minibeast Poem Week 3 – Superworm (DC) Week 4 – The Hungry Caterpillar Week 5 – How to be a Butterfly (OD) Week 6 – The BumbleBear	Week 1 – Are the Dinosaurs Dead Dad? (DC) Week 2 - Captain Flinn and the Pirate Dinosaurs Week 3 - The Night Pirates (Opening Doors & DC) Week 4 – Wild Summer (Opening Doors) Week 5 – The Tiger Who Came to Tea (DC) Week 6 – Tiddler (DC) Week 7 – Summer, Summer Poem and Sun Safety
Other Texts	Week 1 – Conker the Chameleon.	Week 1 – Whatever Next, Blown Away	Week 1 – How to Catch a Star, A little Blue Dot, Space	Week 1 – Books linked to spring and spring changes	Non Fiction texts on Minibeasts – Bees and wasps, Ants, The	Katie Goes to London Pirate Pete and His Smelly Feet

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	Week 2 – All Are Welcome, The Smeds and the Smoos, Monkey Puzzle, Owl Babies. Week 3 – Fill a Bucket, Kindness is My Superpower. Week 4 – The Leaf Thief, The Scarecrow's Wedding, The Listening Walk Week 5 – Dinosaurs Love Underpants, Faces My Body, Your Body, Senses – My Body, Your Body, Aliens Love Dinopants, Aliens in Underpants Save the World Week 6 –You Can't Take an Elephant on a Bus, Mr Grumpy's Outing, Are We There Yet? Week 7 - Wake Up Do Lydia Lou, We're Going to Find the Monster, Even Monsters Say Goodnight.	Week 2 – A Poppy is to Remember, We're Going on a Lion Hunt Week 3 – The Gruffalo, The Cave, Follow that Bear if You Dare, The Bears in the Bed and the Great Big Storm, My Friend Bear Week 4, 5 and 6 – Stick Man, The Three Little Pigs, The Princess and the Pea, Hansel and Gretel, The Elves and the Shoemaker Week 7 – The Snow Thief, The Gruffalo's Child, The Christmas Story, Big Bear Little Brother, Polar White, Bear Snores on	Tortoise, Sing to the Moon, Michael Recycle Week 2 & Week 3 – Winter stories – Here Comes Jack Frost, Robins Winter Song, The Emperor's Egg, Week 4, 5 & 6 – Little People, Big Dreams Books - Usain Bolt (Athlete), Salvador Dali (Artist), Florence Nightingale (Nurse), Marie Curie (Scientist), Bob Marley (Singer), Amelia Earhart (Pilot/ Adventurer), Doctor de Soto (dentist), Rosie Revere Engineer, When I Grow Up, I Lost My Tooth in Africa	Week 2 – There's a Dragon in Your Book, Chicken's Aren't the Only Ones, Life Cycles, Handa's Hen Week 3 – How to Eat Pizza, Handa's Surprise, Kitchen Disco, The Magic Porridge Pot Week 4 – That's my Flower, Sam Plants a Sunflower, Errol's Garden, The Tiny Seed Week 5 – Oliver's Vegetables, Oliver's Fruit Salad, Avocado Baby The Most Exciting Eid The Best Eid Ever Zog My Mum is a Superhero	Ladybird throughout, Bugs Oi Frog What the Ladybird Heard Tad Sharing a shell The Best Bug Parade Do You Love Bugs?	The Girl and the Dinosaur Oi Dinosaurs Zeiki Loves Daddy My Dad is Brilliant Flotsam The Sun Thief Rainbow Fish Thank You Omu Granny Ting Ting If the World Were a Village Bringing the Rain to Kapiti Plain All Kinds of Homes The Very Noisy House In a Scary Old House Homes: Then and Now This is the House That Jack Built All Kinds of Homes Let's Build a House – A Book About buildings and Materials Come Over to my House
Key Dates	Baseline Harvest Pants talk	6.11 Diwali 11.11 Remembrance Day	14.02 Valentine's Day 06.02 Chinese New Year	07.03 Mother's Day 10.03 Eid	05.05 Mop End trip 20.05 National Bee Day	20.06 Father's Day 02.07 Tea Party Sports Day

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	31.10 Halloween 5.11 Bonfire Night Reading books to begin to be sent home	9.11 National Nursery Rhyme Week 13.11 Children in Need 9.12 Nativity 25.12 Christmas Day	09.02 Pancake Day	16.03 Sycamore Stay and Play 18.03 Holly Stay and Play 28.03 Easter		
Additional Opportunities	Helicopter stories Teaching of the Burford Values through a variety of stories – Respectfulness, Responsibility, Kindness, Perseverance, Honesty, Resilience, Curiosity					
Parent Interaction	Curriculum Objectives meeting Stay and play Maths Workshop Phonics Workshop Nativity Tea Party Forest School Secret Story teller Reading volunteers Trip helpers Parents Evening's					

Reception – Communication and Language

Listening and Attention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To understand how to listen carefully To understand why listening is important To be able to follow directions	To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back-and-forth exchanges	Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group

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	To listen to rhymes, poems and songs Engages in story time		complex sentence structures				interactions. 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Speaking 	To talk in front of a small group To talk to class teacher and teaching assistants To learn new vocabulary To develop social phrases	To answer questions in front of the whole class To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class – standing up at the front To use new vocabulary in different contexts	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	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 from stories, non-fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences

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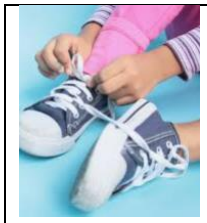
							including use of past, present and future tenses and making use of conjunctions.

Reception – Personal, Social and Emotional Development

Self-Regulation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To recognise their different emotions To understand how people show emotions To focus during short whole class activities To follow one step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques, supported by an adult To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more To control their emotions using a range of techniques	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal

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	To put socks and shoes on independently To change after PE with little support To explore different areas within the Reception environment To use the toilet independently	To develop class rules and understand the need to have rules To have the confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practice doing buttons To practice doing up buckles	To be independent when dressing and undressing for activities such as P.E and Forest school	To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To seek support of new adults when needed To go to speak to peers and adults	To play with children who are playing with the same activity To begin to develop new friendships To have positive relationships with all familiar staff in the setting	To begin to work as a group with support To use taught strategies to support in turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.

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PSHE (Jigsaw Scheme)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	To understand how it feels to belong and that we are similar and different To start to recognise and manage their feelings To work with others to make school a good place to be To understand why it is good to be kind and use gentle hands To start to understand children's rights and that they should be able to learn and play To learn what responsible means	To identify something they are good at and understand everyone is good at different things To understand that being different makes us all special To know we are all different but the same in some ways To say how their home is special to them To know how to be a kind friend To know which words to use to stand up for themselves when someone says or does something unkind	To understand that if they persevere, they can tackle challenges To share times that they didn't give up until they had achieved a goal To set a goal and work towards it To use kind words to encourage others To understand the link between what they learn now and the job they may do when they are older To say how they feel when they achieve a goal and know what it means to feel proud	To understand that they need to exercise to keep their body healthy To understand how moving and resting are good for their body To know which foods are healthy and not so healthy and make healthy eating choices To know how to help themselves go to sleep and understand why sleep is good for them To know how to wash their hands thoroughly and understand why this is important, especially before they eat and after using the toilet	To identify some of the jobs they do in their family and how they feel they belong To know how to make friends to stop themselves from feeling lonely To think of ways to solve problems and stay friends To use calm me time to manage their feelings To know how to be a good friend	To name parts of the body To tell others some things that they can do and foods they can eat to be healthy To understand that we all grow from babies to adults To express how they feel about moving to Year 1 To share their memories of the best bits of their year in Reception

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				To know who their safe adults are and how to stay safe if they are not close by		

Reception – Physical Development

Gross Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	First PE	Forest School	First PE continued Ball skills	Fairy Tale Adventures	Forest School	Forest School	**Gross Motor Skills ELG** Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Negotiate space and obstacles safely with consideration for themselves and others Demonstrate strength, balance and co-ordination Move energetically, such as running, jumping, hopping and skipping Learning rules of PE Finding a space, stopping and starting, moving quietly To negotiate space		Negotiate space and obstacles safely with consideration for themselves and others Demonstrate strength, balance and co-ordination Move energetically, such as running, jumping, hopping and skipping Consolidate rules of PE Finding a space, stopping and starting, moving quietly Moving balloons and balls in different ways	Negotiate space and obstacles safely with consideration for themselves and others Demonstrate strength, balance and co-ordination Move energetically, such as running, jumping, hopping and skipping Move in different ways Safely travel and move with equipment	Sports day practise Sprinting Know to look forwards, run straight and pump arms. Move energetically, such as running, jumping, hopping and skipping Negotiate obstacles		

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	Moving balloons and balls in different ways Partner work		Partner work	Safely move under, over, onto and along equipment			
Key Vocabulary	Freeze, space, pat, tap, roll, throw, catch, push, pull, direction, speed,		Freeze, space, pat, tap, roll, throw, catch, push, pull, direction, speed, bounce	Run, stomp, fast, slow, freeze, hop, skip, jump, big, small, throw, catch, gallop, balance			
Resources required	Throw down spots, strips, hands and feet Balloons medium size balls, mixture of different size balls		Throw down spots, strips, hands and feet Balloons, mixture of different size balls	Throw down spots, strips, hands and feet, beanbags, cones, tambourine. Balls, quoits, scarves, benches or any equipment to balance on. Equipment to go under and over e.g bench, box top,			

Fine Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To use a dominant hand To mark make using different shapes To know to use a tripod grip when using mark making tools	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of the letters	To hold scissors correctly and cut out small shapes To paint using thinner brushes	To hold scissors correctly and cut various materials To create drawings with details To independently use a knife, fork	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to

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	To hold scissors correctly	To begin to use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To use a knife and fork independently and cut food				and spoon to eat a range of meals	show accuracy and care when drawing.

Reception – Literacy

	Autumn	Spring	Summer
Comprehension	To ask questions about stories To sequence familiar stories To enjoy an increasing range of books including fiction, non – fiction, poems and rhymes Identify favourite books and seeks them out, to share with an adult, with another child, or to look at alone	Answer questions about a text that has been read to them Begin to predict what might happen next in a story Seeks familiar texts or stories to reread in the book area. Requests favourite stories and poems for example during 'Vote for a story' To act out stories	To begin to have questions about what they have read To use vocabulary that is influenced by their experience of books To answer questions about what they have read To know that information can be retrieved from books

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		To follow a story without pictures or props To talk about characters in the books they are reading	
Early Learning Goal: Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.			

	Autumn	Spring	Summer
Word Reading 	To spot rhymes in familiar stories and poems To identify initial, middle and end sounds To recognise words with the same initial sound Begin to read individual letters by saying the sounds for them Begin to orally blend sounds into words, so that they can read short words made up of known letter – sound correspondences Begin to read CVC words containing known letter – sound correspondences	To identify how many sounds there are in a word To recognise all single letter sounds and some diagraphs To reread phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment To blend sounds into words, so that they can read short words made up of known letter – sound correspondences Begin to read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words	To read longer words To read compound words To read longer sentences
Early Learning Goal: Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.			

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	Autumn	Spring	Summer
Writing 	To write their name To give meanings to the marks they make To write initial sounds To begin to write cvc words using taught sounds	To use the correct letter formation of taught letters To form lowercase letters correctly To write words and labels using taught sounds To begin to write captions using taught sounds To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense
Early Learning Goal: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.			

Reception – Maths

Maths Mastering Number	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	**Subitising** Perceptual and conceptual subitising of sounds,	**Comparison** Comparing quantities in 2 sets Revisit more than/fewer than	**Composition** Consolidate composition of 5 Composing and decomposing numbers	**Composition** Within 10 Compare equal/NOT equal sets	**Comparison** Count backwards from 5 Reason about numbers and	Assessment and consolidation Number patterns and understanding	**Number ELG** Children at the expected level of development will:

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	images and objects. Positional language to describe patterns. **Counting, cardinality and ordinality** Counting sequence to 5 Counting 1:1 sounds, actions and objects to 5 Introduce Hungarian die frame Adding 5 and 5 **Composition** to 4 composing and decomposing part/whole **Comparison** Compare quantities using	Introduce equal number **Composition** Compose/decompose 2, 3,4 and 5 Investigate wholes/parts Know different parts can make the same whole Use spatial language to describe shapes **Counting, cardinality and ordinality** Revisit 1:1 correspondence Match objects to representations Develop understanding of cardinality Verbally count past 20 Hear, join in and develop knowledge of counting sequence and pattern of number names beyond teens Use fingers to represent numbers to 5 and represent quantities to 10 Represent quantities in abstract ways	Part/whole relationships Partitioning 5 in different ways including missing parts Identify missing part Visualise numbers within 5 Develop understanding of numbers within numbers Use Hungarian tens frame to explore ways to make numbers Secure understanding of 2 numbers which make 5 Begin to explore 6 and 7 as numbers composed of 5 and a bit Match different representations **Comparison** Focus on numerosity of sets Recognise equal/ unequal quantities Manipulate sets to make them equal	Different representations to explore 2 equal parts Combining parts to make a whole Subitising – know whole when seeing 2 equal parts Identify a double and explain why Recall some double facts Make double patterns using objects Use positional language to describe spatial arrangements Sort objects using different given criteria Notice and describe different attributes, colour, size, shape Develop own criteria for sorting Recall composition of numbers as doubles Apply sorting skills to numbers	identify which is more or less Consider where numbers to 10 are in relation to each other Use linear number tracks in games to compare numbers – far apart, near, next to Use language to describe and reason about position of numbers on a track Order towers of cubes on number track Make connections between subitising dice patterns, counting 1:1 and actions of rolling dice and moving toys along linear track Reinforce order and magnitude of numbers		Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns ELG** Children at the expected level

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	language of comparison More than/fewer than	Understand what the 'stopping number' tells us Revisit concept of cardinality Stable order principle to 5 – understand position each number holds in number sequence does not change Develop understanding of ordinal aspect by investigating difference in value of consecutive numbers – know each number is 1 more than previous Order quantities 1 – 5 Recognise numerals 1-5 Match numerals to quantities Order towers of cubes 1-5 Notice when we do and do NOT have 1 more Match numerals to representations **Subitising**	Reinforce more than / fewer than / equal number to describe quantity of objects Know quantity determines if a set has more /fewer / the same **Counting, cardinality and ordinality** Understand purpose of counting and revisit principles Revisit concept of cardinality Hear, join in and develop knowledge of counting sequence by counting aloud Count out set of objects from a larger set Know what the stopping number means Count beyond 20 Recognise repeating pattern of 1's	Practically explore odd and even numbers Investigate when numbers can be composed of 2 equal parts / patterns of double Identify even numbers can be composed of doubles Say what whole is when 2 equal parts Consolidate composition of 5 Identify a missing part of 5 Identify 5/NOT 5 in set of objects Build on composition of 6 and 7 as 5 and a bit Know 8 and 9 can be composed of 5 and a bit Discuss and compare representations on Hungarian double dice frame and tens frame	through playing linear track games Counting on from different numbers Develop mental number lines **Introduce Rek n Rek** Sing counting rhymes – 5 speckled frogs, 5 little kittens Subitise numbers to 5 using different representations; finger patterns, linear dot pattens, standard and non-standard patterns, dice frame patterns Orientate a Rek n Rek correctly Use one finger and one push to move a number of beads all at once to left of Rek n Rek Explore 1 more and 1 fewer		of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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		Perceptual subitising to 5 in more complex arrangements (linear and paired) Focus on and recognise standard dice dot arrangements Conceptually subitise larger arrangements – see subgroups within larger numbers Visualisation and recreation of dot patterns Use spatial language Understand part/whole relations and composition Represent quantities in different ways Use number tracks – play dice-based games	Consolidate stable order principle to 10 Know each number has a value of 1 more than the previous number Use representations for 5 and a bit to embed understanding Focus on ordinality Know where numbers are in relation to each other Describe relationships between numbers using more than / less than / equal Subitise 6 / NOT 6 Order Represent 8 as 5 and 3 more Describe how to place 1 – 8 in order Explain how to order quantities to 10 Reason which numbers are more than others	**Counting , cardinality and ordinality** Revisit rules of how to count Develop confidence in counting strategies Consider strategies for counting larger quantities of objects, moving objects, crossing out Hear, join in and develop knowledge of counting sequence beyond 20 including things that cant be seen – sounds, actions Continue counting sequence from a given number Identify missing numbers in counting sequence Hear and practise differences in	pattens on Rek n Rek **Grouping and sharing** Review. Recap and assessments Automatic recall, comparison and counting		

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			Notice and explain when numbers are increased or decreased Composition Visualise arrangements of 7 Investigate numbers within 7 Conceptual subitising to describe parts that make the whole Investigate relationships using 2 parts Compose and decompose number 7 Deepen understanding of the whole being made of smaller parts Recognise numbers can be made by combining parts in different ways Make links by considering similarities and differences in ways of making 7 Partitioning 7	number names – teen / ty Subitising Subitise increasingly complex arrangements Develop understanding of doubles to support conceptual subitising Develop abstract understanding of number Know when to subitise and when to count Visualise, make and describe structured spatial arrangements (dice and 10 frames) Use spatial language and hand gestures to describe sub-groups Deepen understanding of part/whole relations			

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			Identifying missing part using 5 and a bit structure Describe 7 as 5 and 2 more Identify towers of 7 /NOT 7 Know 7 can be composed in different ways Explain their understanding of the composition of 7				

Reception – Knowledge and Understanding of the World

Learning science is covered in the natural world section of the EYFS. At Burford School we go beyond these requirements and teach the children about several different scientific topics throughout the year. The children learn through adult input, class discussion, small group activities, and a range of hands-on challenges within our continuous provision, both inside and outside.

All children attend Forest school, which provides many wonderful enriching opportunities to explore the natural world and make observations about the changing of the seasons. The children also go on regular visits to the Burford nature garden, which includes, a pond, bird feeders and a bug hotel. They learn about habitats and ecosystems.

In the spring term, as a part of the out of eggs, growth and change, topic, the reception setting warmly welcomes some fertilised duck eggs. The children make close observations of the eggs in their incubators and then learn to care for the ducklings, experiencing the true awe and wonder of new life starting.

In the summer term, as part of the marvellous minibeasts topic, the children go on a trip to Woolley Firs Environmental Education Centre. The day is spent engaging in hands-on activities, learning about environments, habitats, ecosystems, and minibeasts. Highlights include hunting for, handling and observing minibeasts, and pond -dipping.

Table to show KU teaching and learning throughout the year:

Autumn Term	Spring term	Summer term
• Where do we get apples from? Learn about apple and fruit trees. Different types of apple	• Possible snow? Why does it snow? What is snow? Further freezing and melting	• Marvellous minibeasts. Children learn all about a range of minibeasts.

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observations and drawings. Apple pie making – (irreversible reactions). • Autumn leaves observations and collections. Why do trees drop their leaves? Autumnal changes. • Reflective and non-reflective clothing as part of be bright be seen road safety topic. (Types of material). • Pumpkins. What are they? Hands-on practical investigation exploring pumpkins. • Human skeleton model making. • Magnetism and magnetic forces. Magnetic polydron, magnetix, magnetic marble run. • Winter observations. What is winter? How do we know it is winter? Learn about the seasons and changes in the natural world through Forest school observations. • Warm clothes. How do they work? (insulating materials). • How do polar bears and penguins live in cold lands (habitats & adaptations). • Contrasting environments around the world right now. It is cold here, but what about in the tropics? Class discussion. Globe. • Freezing and melting investigations. (states of matter, changes of state, reversible reactions). • 3 little pigs story – properties of materials. Which is the best material for making a house? Why? Investigations into making model houses for our farm pigs.	investigations. (states of matter, changes of state). • Forces. What are forces? Investigate push/pull, gravity and friction. Vehicles, cars and ramps investigations, including various surfaces (friction). Stop watches and measuring tape. • Marble run with stop watches. Explore how gradient changes speed, plus gravity. • Signs of spring. Spring nature walks looking for signs of spring and making drawings/notes on findings. • Spring flowers: snow drops, bluebells and daffodils. Practical investigation – what does a daffodil plant need? (water & light). Class daffodil bulbs in pots. Learn about and observe the daffodil life cycle. Structure and function of plant parts (bulb, roots, stem, leaf, flowers). • Baby animals, including real ducklings in the setting. • Animal life cycle, including the human life cycle. How much have the children already changed so far in their life? (photos from home on Tapestry). • One big change is growing teeth, and before long you will have wobbly teeth. How to look after your teeth. Dentist visit. • Easter nest making (melting chocolate- change of state). • STEM week to include a range of investigations – topic dependent.	• Metamorphosis and the lifecycle of butterflies, linked to the very hungry caterpillar. Observations in real life of the egg to caterpillar to butterfly (source from Insect Lore). • Learn what butterflies need (food and water, plus room to fly…). • Release butterflies into natural habitat (nature garden). • Snail observations. Real snails kept in classrooms. Children to observe, draw, write about and feed the snails. Learn about the structure and function of the parts of a snail. • Trip to Woolley Firs Environmental Education centre (see details above). • Discover and explore magnification. Use magnifying glasses to make observations of minibeasts and wildflowers. How do magnifying glasses help scientists? • A range of wildflowers within continuous provision for children to dissect and make observations. • Citrus fruits. What are citrus fruits? Where in the world do they grow? Explore lemons, limes, oranges and grapefruits. Compare similarities and differences. Experiment and explore with chopped up citrus fruits in water. Can they make a diluted or concentrated orange/lemon “tea”? • Sinking/floating/buoyancy investigations in water with a range of objects to drop in water. Explore buoyancy – can the children predict which objects might sink or float, why? • Summer. What is it like in summer? How can we keep safe in the sun?

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Reception – Expressive Arts and Design

Drawing	Colour	Texture	Form	Printing	Pattern
Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling or from imagination. Investigate different lines – thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these. Ensure sensitivity and visual awareness. Encourage accurate drawings of people that include all the visible parts of the body (head, hands, fingers, where are they?)	Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. Learn the names of different tools that bring colour - glue, pastels, paint, felt tips and crayons. Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.	Handling, manipulating and enjoying using materials. Simple collages using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.	Handling, feeling, manipulating materials. Constructing and building from simple objects. Pulls apart and reconstructs. Able to shape and model from observation and imagination. Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc.	Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plan paper, into clay and dough etc. Print with block colours.	Imitate and create own simple repeating patterns using concrete objects i.e. making an object train and photographing (buttons/ stones/ blocks), bead threading patterns. Make irregular paining patterns based on real life i.e. printing the skin of a tiger/ zebra/ cheetah. Simple symmetry – folding painted butterflies. Spot and stripe collages.