

# Harewood C of E Primary School, Early Years Foundation Stage (EYFS) Curriculum Long-Term Plan 2023-24

Also see the Long-Term Curriculum Overview, Long-Term Planning for Areas of Provision,  
Class One Reading Books - Termly Overview and whole school Key Knowledge Progression Documents



EYFS Coverage by Term	Autumn	Spring	Summer
<p>Religious Education (RE)</p>	<p><b>Autumn 1 - Why is the word God so important to Christians? (UC- Creation)</b></p> <p>Autumn time and Harvest - I wonder why we give thanks to God for Harvest?</p> <p>Noah story &amp; Make a Promise Rainbow - linked to learning the school behaviour code.</p> <p><b>Autumn 1 &amp; 2 - How are special times celebrated? (Hub F2 - multi-faith focus on Autumn Festivals, Christmas and special occasions our families celebrate)</b></p> <p><b>Autumn 2 - Why do Christians perform Nativity plays at Christmas? (UC - Incarnation)</b> <b>Christmas story &amp; Nativity Performance</b></p>	<p><b>Spring 1 - What makes every single person unique and special? (UC – Incarnation)</b></p> <p>Jesus Christ growing up.</p> <p><b>Spring 1 &amp; 2 - How are special times celebrated? (Hub F4 multi-faith focus) – Spring festivals and celebrations (include Mothering Sunday 27<sup>th</sup> March).</b></p> <p><b>Shrove Tuesday (1<sup>st</sup> March 22) and Lent.</b></p> <p><b>The Wonders of Nature – Link to Incarnation. What can we see in our wonderful world?</b></p> <p><b>Spring 2 - Why do Christians put a cross in an Easter Garden? (UC – Salvation) (the Easter story)</b></p>	<p><b>Summer 1 - How can we care for our wonderful world? (UC – God/Creation - Multi-faith focus)</b></p> <p><b>What do religious believers believe about who created the world? (Hub)</b></p> <p><b>Summer 2 – Where do we live and why is it special? (Hub F1 – multi-faith focus)</b></p> <p><b>Which places are special &amp; why? (Hub F3)</b> Visit <b>All Saint's church</b> (Churches Conservation Trust).</p> <p><b>How</b> prayer can help us reflect, help others and give opportunities to improve ourselves.</p> <p>Stories from the New Testament &amp; the <b>miracles of Jesus.</b></p> <p>How to <b>be a good helper.</b> How have we improved and looked after our classroom and garden through the year?</p> <p>Say thank you for our year of learning - <b>Whole School Thanks giving</b> celebration</p>
<p>EYFS Prime Area - Communication and Language (CAL)</p> <p>ELG: Listening, Attention and Understanding</p> <p>ELG: Speaking</p>	<p>Listen to songs, music, rhymes and poems (share the ones that interest the children several times).</p> <p>Story time (read by an adult) at least once a day. Focus on new vocabulary and language structures from the stories we share.</p> <p>Dedicated 'book time' (choose a book to look at each day).</p> <p>Share favourite books and stories from home.</p>	<p>Past, present and future tenses.</p> <p>Listen carefully to each other, follow directions and express needs and feelings appropriately.</p> <p>Story time (read by an adult) at least once a day. Consider new vocabulary as well as what is happening - anticipate what might happen next.</p> <p>Cultivate a love of books and storytelling.</p> <p>Understanding story structure, characterisation, inference and prediction.</p>	<p>Present ideas to others as descriptions, explanations, instructions or justifications.</p> <p>Explain to others how we can accomplish a task.</p> <p>Engage in activities and games structured to include instructions with several ideas or actions.</p> <p>Discuss, plan and negotiate for shared activities.</p>

<p>Also see Reading overview – texts to share for each term.</p> <p>Links closely to Literacy below.</p>	<p>Games structured to sustain attentive listening and negotiation.</p> <p>“Show and Tell” sessions to recall past experiences, share information &amp; help us learn about each other (link to PSED)</p> <p>Talk about and reflect on learning weekly using the Notice board/Memories Book photographs.</p> <p>Sequence stories with pictures and retell in our own words using prompts (creation story, Noah’s Ark, Little Red Hen, Room on the Broom)</p> <p>Learn the words and the meaning of specific prayers- <b>lunch time, end of day and school prayer.</b></p>	<p>Discuss Memories Book, photographs and displays. Consider what we have experienced, what we have learned and plan what we can do next.</p> <p>Make plans for activities.</p> <p>“Show and Tell” sessions to recall past experiences, share information &amp; help us learn how to ask good questions.</p> <p>Library book sharing to begin (parents to read at home)</p> <p><b>NELI (Nuffield Early Language Intervention) begins if needed.</b></p>	<p>Describe why and how things were made (link to EAD). What might be done to change or improve it?</p> <p>Continue to use the Memories Books to remind us about experiences, learning and accomplishments - what we will do next?</p> <p>Record our own experiences and memories through language, as well as other media (voice recording, video, pictures and writing).</p> <p>“Show and Tell” sessions to recall past experiences, share information &amp; help us learn how to ask questions. Focus on asking ‘how’ and ‘why’ questions of each other.</p> <p>Use knowledge of familiar stories as a basis for imaginative play and own story telling.</p> <p>Use provocations and real-life experiences as a basis for imaginative play and own story telling (Pirate treasure hunt, chicks and dragon eggs).</p>
<p>EYFS Prime Area - Personal, Social and Emotional Development (PSED)</p> <p>ELG: Self-Regulation</p> <p>ELG: Managing Self</p> <p>ELG: Building Relationships</p>	<p>Contribute to good health - hand washing, self-care &amp; toilet routines, managing personal hygiene.</p> <p>Get to know each other. How are we different and how are we the same?</p> <p>Develop trusting and caring relationships with new adults and friends.</p> <p>Take responsibility for the setting up and upkeep of the environment.</p> <p>Negotiate rules together, establishing boundaries, roles and responsibilities to give children ownership of the classroom/garden and other school areas.</p>	<p>Games, discussion, stories about how to manage feelings and behaviour.</p> <p>Respect &amp; care for animals (pets, domestic and wild).</p> <p>Consider the implications of making choices and expressing preferences.</p> <p>Explaining reasons for actions and taking responsibility - considering the consequences of their words and actions.</p> <p>Knowing when we need it and asking for support.</p> <p>Learning strategies to resolve conflicts and find a compromise where there is the possibility of conflict.</p>	<p>Explore, plan and talk about what they are learning, valuing their own ideas and individual ways of doing things.</p> <p>Give children time to pursue learning without interruption, complete activities to their satisfaction, and return to them so they can reflect on successes and achievements.</p> <p>Fair and unfair situations, express feelings about fairness and how we can make things fair – what can we do when it isn’t?</p> <p>The effect of exercise on our bodies and why it’s good to exercise.</p> <p>Prepare a healthy picnic for our summer celebration in the park.</p>

	<p>Promise Rainbow - understanding the school behaviour code &amp; our responsibilities to the Class team.</p> <p>Play games together, share stories and think about how to manage feelings and behaviour in different situations, such as waiting patiently for our turn and sharing resources.</p> <p>Discuss healthy eating &amp; make dinner choices based on what we like and what is good for us.</p> <p>Learn how to change for PE.</p> <p><b>SEAL</b> (Social and Emotional Aspects of Learning) sessions. The <b>SEAL</b> themes this term are: <b>'New Beginnings'</b> and <b>'Getting on and Falling Out'</b>.</p> <p><b>Additional - Pol-ED and Financial education scheme - either Life Savers or Money Heroes tbc.</b></p>	<p>Continue to develop understanding of similarities and differences.</p> <p>Develop tolerance for different cultures and what makes us all unique.</p> <p>Keeping healthy – eating, exercise, sleeping, hygiene and self-care (including oral hygiene).</p> <p>Dressing independently for PE.</p> <p>Agree a goal to work towards.</p> <p>SEAL themes: <b>'Say no to Bullying'</b>, <b>'Going for Goals'</b> and <b>'Good to be me'</b>,</p> <p><b>Additional Pol-ED Stranger Danger and Financial education scheme - either Life Savers or Money Heroes tbc.</b></p>	<p>Prepare for transition to Class Two in September by thinking about how we have grown and changed during the year and how to make the new Class One children welcome in school. Showing sensitivity to the needs of others.</p> <p>Prepare emotionally for Sports Day (positive attitudes and sportsmanship).</p> <p>Develop the Reflective Space</p> <p>Set a goal for themselves and work towards it.</p> <p>The SEAL themes for this term are: <b>'Relationships'</b> and <b>'Changes'</b>.</p> <p><b>Additional Pol-ED Car Safety (seatbelts) and Financial education scheme - either Life Savers or Money Heroes tbc.</b></p>
<p>EYFS Prime Area - Physical Development (PD)</p> <p>ELG: Gross Motor Skills</p> <p>ELG: Fine Motor Skills</p>	<p>Be aware of space and safety in the classroom, garden hall and big playground.</p> <p>Climb, swing, dangle, balance and roll safely in the garden.</p> <p>Cutting, sticking (favourite things and stories).and wrapping (Christmas).</p> <p>Glitter sand and tools.</p> <p>Building / fixing Duplo and wooden blocks.</p> <p>Food preparation tools – knives, peelers.</p> <p>Dough Disco and modelling in dough.</p> <p>Letter formation in line with our phonics progression.</p>	<p>Letter formation with dedicated handwriting sessions – apply letter formation families.</p> <p>Modelling in plasticine.</p> <p>Different joins and ways to fix materials together at the making table-including fitting treasury tags, split pins and use tape dispenser correctly.</p> <p>Gardening.</p> <p>Mixing, grinding and chopping in the mud kitchen.</p> <p>Use cutlery for eating.</p> <p>Building and fixing with k'nex and Mobilo.</p>	<p>Handwriting on lines controlling letter size.</p> <p>Modelling in clay.</p> <p>Building and fixing with small Lego and revisit children's favourite construction materials.</p> <p>Build large structures in the garden safely (den building, pirate ship).</p> <p>Ride a balance bike and begin to use a pedal bike in the garden.</p> <p>Climb safely to the top of the Climbing Cube.</p> <p>Be able to 'hopscotch'.</p>

	<p><b>PE lessons – Autumn 1</b> – Travelling and using space (spatial awareness and travelling in different directions and on different parts of body) Check for crawling, walking, running, hopping, skipping and jumping.</p> <p><b>Autumn 2</b> – Ball skills, sending and receiving (large balls, bouncing throwing and catching).</p>	<p><b>PE lessons – Spring 1</b> – Games (Striking and Hitting a ball; Throwing and catching; Travelling, passing and possession; Using space; Attacking and defending; Tactics and rules)</p> <p><b>Spring 2 – CHECK DATE OF SPORTS DAY</b> Gymnastics, Balancing and Obstacles (Travelling; rolling and body positions; weight on hands; jumping and landing; balancing and sequencing)</p>	<p><b>PE lessons – Summer 1</b> - Athletics (running, jumping and throwing a ball) Preparations for Sports Day challenges.</p> <p><b>Summer 2</b> – Dance (Respond imaginatively to music; Skip in time to beat; Copy, practise and repeat actions; Show changes of shape and level)</p>
<p>EYFS Specific Area – Literacy (L)</p> <p>ELG: Comprehension</p> <p>ELG: Word Reading</p> <p>ELG: Writing</p> <p>Also see Phonics Long Term Plan.</p> <p>Links closely with comprehension, sequencing and developing a love of stories in CAL above.</p>	<p><b>Phonics</b> - Review and assess all Phase One aspects of Letters and Sounds (continue in alongside Phase Two). Focus on rhyme and rhythm.</p> <p>Identify phonemes in spoken words (sound talk)</p> <p>Phase Two &amp; progression to Phase Three. (L&amp;S) using Twinkl Phonics.</p> <p>Home and school reading ‘one to one’ (directly in line with phonics progression).</p> <p>Real life purposes for writing, - lists, labels, signs, instructions, letters and invitations.</p> <p>Writing for role play and interests in all areas of provision, modelled, scaffolded and supported by adults applying known GPC.</p> <p>Correct letter formation for the whole alphabet introduced – in line with phonics teaching progression.</p> <p>Mark making/writing using a wide range media and mediums (inside and out).</p> <p>Share children's favourite stories, encouraging them to bring books from home.</p>	<p><b>Phonics</b> – Complete and consolidate Phase Three and deliver Phase Four of Letters and Sounds.</p> <p>Home and School reading ‘one to one’ continues daily (in line with phonics progression).</p> <p>Alphabet letter 'names' and learn long and short vowel sounds.</p> <p>Read text and information from home on Tapestry together for show and tell.</p> <p>Guided/group reading sessions to develop understanding of story structure, characterisation, inference and prediction.</p> <p>Writing for different child-initiated purposes to support play and for a real purpose of interest to the children (have a go writing).</p> <p>Writing for a wide range of purposes - including lists, instructions, letters; Model licenses (Tech Machines); character names and ‘Top Trump’ style action cards to engage boys in writing.</p> <p>Real life purposes for writing, - lists, labels, signs, instructions, letters and invitations.</p> <p>Introduce library book system to borrow from school and parents to read at home.</p>	<p><b>Phonics</b> – Consolidate Phase Four and develop writing skills - move to Phase Five if appropriate.</p> <p>The frequency of ‘one to one’ Home and school reading will reduce this term for children who are continuing to make good progress. Focus will be increasingly on extended writing opportunities.</p> <p>Alphabet activities and games – identify vowels.</p> <p>Purposeful writing of signs, labels, captions or instructions linked to the children’s own interests (using ‘have a go writing’).</p> <p>Continue to model and encourage writing as a form of communication and to inform others, including child-initiated to support play (of interest and motivating to the children).</p> <p>Model and encourage writing to retell and sequencing familiar stories, write own stories and descriptive writing about imaginary worlds.</p> <p>Writing text at home for Tapestry Show and Tell contributions and reading them to the class.</p>



<p>EYFS Specific Area – Mathematics (M)</p> <p>ELG: Number</p> <p>ELG: Numerical Patterns</p> <p>Also see the White Rose Planning Documents</p>	<p>White Rose Reception (new scheme)</p> <p><b>Autumn 1</b> 'Getting to know you' (2 wks) Block 1 'Match Sort and Compare', Block 2 'Talk About Measure and Patterns', Block 3 'It's Me 1,2,3',</p> <p><b>Autumn 2</b> Block 4 'Circles and Triangles', Block 5 '1,2,3,4,5' Block 6 'Shapes with Four Sides' &amp; (moved from Spring on WRM yearly planner - see below) Block 7 'Alive in 5' &amp; 'Consolidation'.</p> <p>Set up our environment -grouping, matching and sorting by material, colour, size and/or use.</p> <p>Record maths ideas independently.</p> <p>Principles of counting and conservation of number.</p> <p>Subitise.</p> <p>Understand the composition of each number to five.</p> <p>Morning, afternoon, days of the week, months of the year and seasons.</p> <p>Birthday board (months focus) &amp; link it to Jesus' birthday in Aut 2.</p> <p><b>Numberblocks</b> 'One' to 'five'.</p> <p>Recite numbers in order to twenty.</p> <p>Manipulate and match pattern and shapes, explore arrangements of 2D &amp; 3D shapes.</p> <p>Investigate symmetry and positional language.</p> <p>Measure time in simple ways (sand timers).</p>	<p>White Rose Reception: <b>Spring 1</b> - Block 8 'Mass and Capacity', Block 9 'Growing 6,7,8' Block 10 'Length, Height and Time',</p> <p><b>Spring 2</b> - Block 11 'Building 9 &amp; 10' Block 12 'Explore 3D Shape' and 'Consolidation'.</p> <p>Order and identify numbers to 10 &amp; match them to numerals and quantities.</p> <p>Use ordinal language to sequence events.</p> <p><b>Numberblocks</b> 'six' to 'ten'.</p> <p>Interactive maths games and board games to add and take away.</p> <p>Identify mathematical problems based on own interests and fascinations.</p> <p>Rerecord mathematical ideas independently.</p> <p>Counting on and back from numbers other than one.</p> <p>Estimation.</p> <p>Mathematical vocabulary to describe 'solid' 3D shapes and 'flat' 2D shapes. Review repeating and more abstract patterns (including simple symmetry).</p> <p>Magnetic shapes.</p> <p>Comparative vocabulary-more, less, bigger, smaller, shorter, taller, heavier, lighter.</p> <p>Everyday language related to time-"Big Picture".</p> <p>Understand the composition of each number to ten.</p> <p>Compare quantities to ten in different contexts.</p>	<p>White Rose Reception; <b>Summer 1</b> - 'Block 13 'To 20 and Beyond' Block 14 'How Many Now?', Block 15 'Manipulate Compose and Decompose' and 'Consolidation'.</p> <p><b>Summer 2</b> - Block 16 'Sharing and Grouping', Block 17 'Visualize Build and Map', Block 18 'Make Connections &amp; Consolidation'</p> <p>Verbally count, identify and order numerals to 20 (and beyond).</p> <p><b>Numberblocks</b> 'Eleven' to 'Twenty'.</p> <p>Subitising groups Introduce mathematical symbols.</p> <p>Recite numbers and count forwards and back from other starting points than one. Adding and subtracting in practical activities, games or through projects, routines and in role play.</p> <p>Record mathematical ideas and calculations.</p> <p>Standard notation &amp; mathematical symbols.</p> <p>Use number lines and a 100 square to see number patterns and aid calculations.</p> <p>Identifying groups of two, fives and tens.</p> <p>Explore, represent and explain number patterns including odds, evens, doubles.</p> <p>Share equal quantities (Treasure hunt).</p> <p>Use board games &amp; made-up games to develop understanding of number, sharing, division, fractions and money.</p> <p>Making maps for directional language, measure distances with non-standard measures (Brimham Rocks).</p>
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	<p>Board games &amp; made up games to compare number and count.</p> <p>Number rhymes &amp; mathematical story books</p>	<p>Share equal quantities (Easter egg hunt).</p> <p>Learn interactive maths games and board games.</p> <p>Mathematical story books.</p>	<p>Explore the properties of objects: weighing, measuring ordering items by length, height, weight and capacity (incl chicks / dragons)</p> <p>Mathematical story books.</p>
<p>EYFS Specific Area - Understanding the World (UW)</p> <p>ELG: Past and Present</p> <p>ELG: People, Culture and Communities</p> <p>ELG: The Natural World</p>	<p><b>On-going through the year - Opportunities to follow children's own lines of interest, discuss, make links and record, in their own way, ideas about the things which fascinate them.</b></p> <p>'Harvest' I wonder where our food comes from?</p> <p>One Apple crumble (from our apple trees).</p> <p>Days of the week, months and seasons through introduction of the Big Picture.</p> <p>Seasons are covered over the year – Autumn 1 - Changes which happen in the Autumn &amp; how animals are affected. Autumn walk.</p> <p>Aut 2 - Winter &amp; how it affects plants and animals. Winter walk.</p> <p>How do we celebrate birthdays/ How do we give thanks?</p> <p>What celebration are important to our families?</p> <p>Plant hyacinths for Christmas gifts.</p> <p>Celebrate and share information, objects and photos from home so we can each learn about different family customs/routines and see where there are similarities. Value differences.</p> <p>The Christmas Story (life in the distant past).</p>	<p>Compare and contrast the natural world and man-made environments - Window by Jeannie Baker.</p> <p>Seasons focus - winter into spring, how these changes affect plants and animals (wild, domestic and pets).</p> <p>Spring walk – flower art for mother's day cards.</p> <p>Changes in states of matter freezing, dissolving, waterproof and absorbent materials.</p> <p>How we can care for living creatures and the environment?</p> <p>Consider more distant 'history' through learning about the life of Jesus. I wonder why people's lives were different in the past?</p> <p>Notice similarities and differences between our own lives and the lives of other people in the past.</p> <p>How can we investigate natural and man-made objects and materials?</p> <p><b>How are</b> computers used to retrieve and record information?</p> <p>Use technology to support, display and celebrate learning.</p> <p>Access on-line activities in the ICT suite to support literacy and number work</p> <p>Use remote control vehicles (Tech Machines).</p> <p>Bee Bots -What is programming?</p>	<p>Understand that thinking about the past is called History. Consider why it is important to remember and learn from history (visit Harewood Church). <u>Talk about changes through time not 'differences'</u></p> <p>Reflect on 'Window' (from Spring) and introduce 'Belonging' by Jeannie Baker What is recycling? What impact do we have on the world?</p> <p>Seasons – Summer time celebrations and special places.</p> <p>Understand that thinking about our world, it's physical features and how it works is Geography and Science.</p> <p>Understand that life can be different in different regions of the world – animals from different countries (Harewood bird garden and farm visit).</p> <p>Describe different environments (mad made and natural).</p> <p>Animals and camouflage - hunting and being hunted (Brimham Rocks). <b>Geography – how the rocks at Brimham were formed.</b></p> <p>I wonder if all changes can be reversed?</p> <p>Express opinions and hear different points of view.</p> <p>Chick incubation and hatching.</p> <p>Using a keyboard and mouse in the IT suite.</p>

	Operate iPads to take photos. Use technology to share information between school and home.		Use iMotion to tell a story.
<p>EYFS Specific Area - Expressive Arts and Design (EAD)</p> <p>ELG: Creating with Materials</p> <p>ELG: Being Imaginative and Expressive</p> <p>A new song with a Christian theme will be enjoyed each week for Collective Worship.</p>	<p>Role play focus – initially home, family &amp; jobs – will be developed to reflect the children’s interests, experiences and ideas.</p> <p>Draw ourselves &amp; representations of events, people and other objects.</p> <p>What happens when we mix colours/combine colours &amp; use different media &amp; textures. Focus on Autumn time.</p> <p>Little Red Hen performance story for Harvest.</p> <p>Modelling in play dough.</p> <p>Small world - Dolls house, animals, castle (requested by children on visit).</p> <p>Small construction – Duplo &amp; wooden bricks.</p> <p>Large construction in the garden (Ark)</p> <p>Learn the Christmas story and songs to perform for the Nativity.</p> <p>Design and make a Christmas Cards.</p> <p>Singing hands 'Christmas' songs /Makaton. <i>Weekly dedicated music lesson.</i></p>	<p>Role play following children’s ideas and interests.</p> <p>Small construction – K-nex and Mobilo</p> <p>Large construction – following children’s interests.</p> <p>Can we make our models water proof? - link to recycling different materials and Imaginary World Doors to keep in the garden.</p> <p>Modelling in plasticine.</p> <p>Sketching flowers (Spring walk).</p> <p>Mix colours (colour workshop) for flower pictures. Learn techniques for brush work and colour 'tint' and 'tone' etc.</p> <p>Design and make 'Spring flower pictures' after walk using secondary colour mixing.</p> <p>Design and make Mothers' Day card for Mothering Sunday (19.3.23)</p> <p><i>Weekly dedicated music lesson.</i></p>	<p>Role play following children’s ideas and interests.</p> <p>Make Imaginary World Doors for Fairy Garden.</p> <p>Shop and cafe play – including money (visit Muddy Boots?).</p> <p>Small construction – Lego (small).</p> <p>Large construction – dens.</p> <p>Modelling in clay.</p> <p>I wonder if we can improve our models?</p> <p>Make music and perform for different audiences.</p> <p>Practise for a performance in the end of year Thanksgiving service.</p> <p>Recognise and explore how sounds can be changed, recognise repeated sounds and sound patterns and match movement to music from different cultures.</p> <p><i>Weekly dedicated music lesson.</i></p>
<p><b>Pre-Planned Provocations - including External Visits &amp; Visitors</b></p>	<p>Cooking 'One Apple' crumble (Autumn 1) Autumn Walk (Autumn 1) Colour workshop- primary mixing (Autumn 1) Design &amp; make a Christmas card (Autumn 1 for PTA &amp; Autumn 2 for home) Remembrance Day - make wreath for school Nativity at St. George’s wk 11 (24.11.23) Class 2 production wk13 (6.12.23) Christmas workshop Harewood House (Aut 2) End of term - We break up on 22.12.23</p>	<p>Window by Jeannie Baker (Spring 1) Tech Machines (Spring 1) Bee Bots (Spring 1) Spring Walk (Spring 2) Colour workshop- secondary mixing (Spring 2) Design &amp; make Mothers' Day card Mothers' Day 10.3.24 end of wk23 (Spring 2 wk 3) Easter Egg Hunt – Good Friday is 29.3.24 End of term - We break up on 28.3.24</p>	<p>Imaginary World doors Belonging by Jeannie Baker Castle Pirate Treasure Hunt (Summer 1) Picnic in the Park (Summer 2) Frog Life Cycle Chick incubation &amp; life cycles (Summer 2) Brimham Rocks (Summer 2) Dragons (Summer 2) Harewood Picnic /farm Visit (Summer 2) End of term - We break up on 19.7.24</p>

WRM Reception Scheme suggested timetable.  
I am moving the first Spring Block (Block 7) forward into Autumn, as Autumn term has a total of 15 weeks and Spring term only has 11 weeks.

## Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation	