

Unit 8 Comparing numbers within 10



Comparing groups up to 10



How many balloons?



Let's look.



Unit 9 Addition to 10



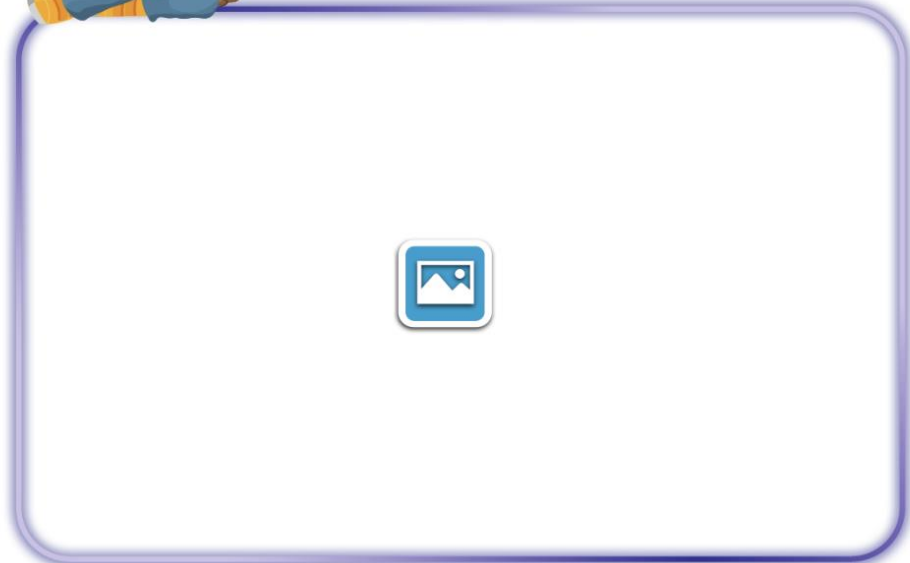
Combining 2 groups to find the whole



How many plants are there?



Let's look.





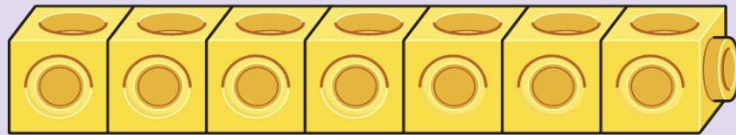
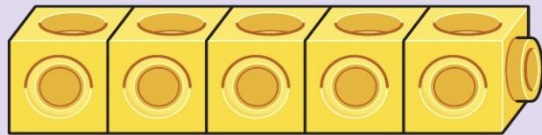
Unit 10 Measure



Length, height and distance



Which has more  ?



Let's look.



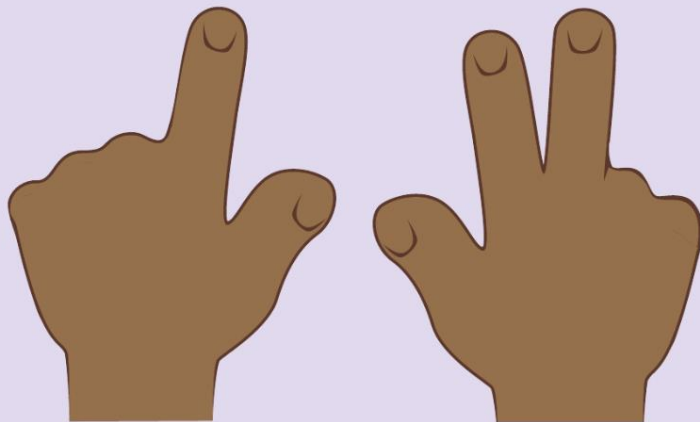


Unit II Number bonds to 10

Using a ten frame 



How many fingers?



Let's sing.



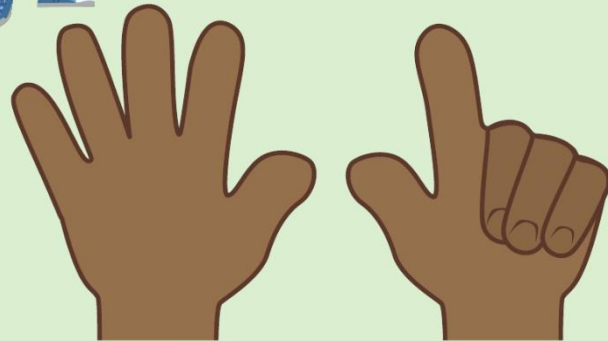


Unit 12 Subtraction

Subtraction



I can see a number bond to 10.



Which number bond to 10 can you see?



Let's sing.





Unit 13 Exploring patterns

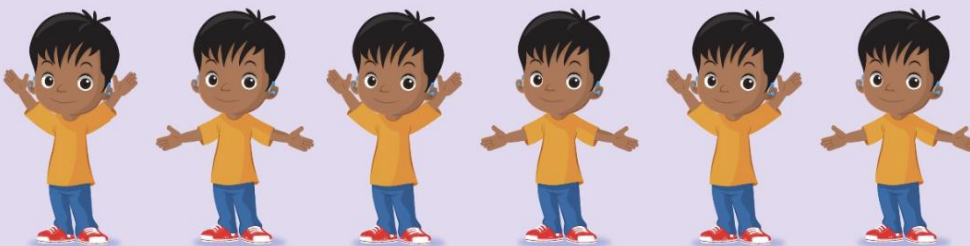
Making simple patterns



Let's look!



Can I join in?





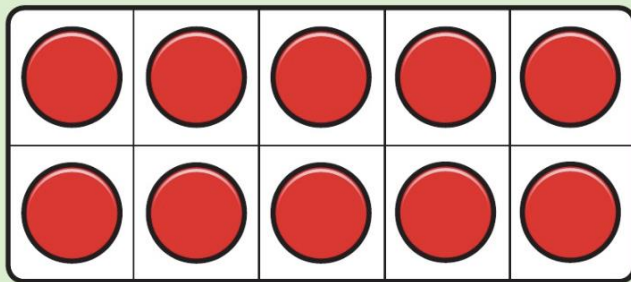
Maths

Unit 14 Counting on and counting back

Adding by counting on 



Let's count to 10! 1, 2, 3 ...



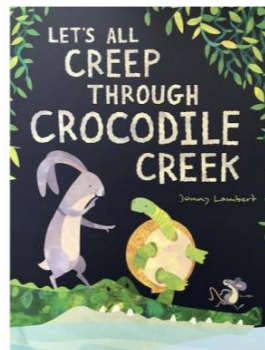
Let's look!





Let's all Creep through Crocodile Creek

by Jonny Lambert



EYFS Pathways to Write: Spring 1

Additional texts:

- Find me a Tiger* by Lynley Dodd
- All Aboard for the Bobo Road* by Stephen Davies
- The Gruffalo* by Julia Donaldson
- Alfie's Feet* by Shirley Hughes
- The Selfish Crocodile* by Faustin Charles

Outcome: Fiction – Journeys (retell with story map)

3- and 4-year-olds outcome: To draw/make a crocodile and be able to describe some of its features to a familiar adult.

Children in reception outcome: To create a story map of the journey and write labels/captions/sentences describing the crocodile.

Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	Mastery keys
3- and 4-year-olds	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Write some or all of their name
Children in reception	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense



The Pirates are Coming!

by John Condon



EYFS Pathways to Write: Spring 2

Additional texts:

- The Pirates Next Door* by Jonny Duddle
- Ten Little Pirates* by Mike Brownlow
- How I became a Pirate* by Melinda Long
- Commotion in the Ocean* by Giles Andreae
- Peter Pan* (1953 film) by Disney

Outcome: Fiction – Recount

3- and 4-year-olds outcome: To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making

Children in reception outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	→ Mastery keys
3- and 4-year-olds	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Write some or all of their name 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Write some or all of their name
Children in reception	<ul style="list-style-type: none"> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense

Religious Education



RELIGIOUS EDUCATION

EYFS RE OVERVIEW

EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6



SPRING 1: WHAT STORIES ARE SPECIAL AND WHY?

- I can identify some of their own feelings in the stories they hear
- I can talk about some religious stories
- I can recognise some religious words, e.g., about God
- I can identify a sacred book e.g., Bible

- I can talk about some of the things these stories teach believers

(for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus, what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked: what the Chanukah story teaches Jews about standing up for what is right), etc.

RELIGIOUS EDUCATION

EYFS RE OVERVIEW

EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6



SPRING 1: WHICH STORIES ARE SPECIAL AND WHY?






In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
What is special to you and why?	Which stories do you know that are special to Christians?	How might a story from the Bible show a Christian how to treat other people?	Which stories are special to Christian and Jewish people?	What is the holy book for Muslims? Which stories are special to Muslims?	Which stories are special and why? Assessment

Religious Education



SPRING 2: WHY IS EASTER SPECIAL TO CHRISTIANS?

-  I can talk about ideas of new life in nature
-  I can recognise and retell stories connected with celebration of Easter
-  I can say why Easter is a special time for Christians
-  I can recognise some symbols Christians use during Holy Week, e.g., palm leaves, cross, eggs, etc., and make connections with signs of new life in nature
-  I can talk about some ways Christians remember these stories at Easter.

RELIGIOUS EDUCATION

EYFS RE OVERVIEW

EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6



SPRING 2: WHY IS EASTER SPECIAL TO CHRISTIANS?

In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
Which stories are special to Christians at Easter time?	What do Christians believe happened to Jesus at Easter? Why do Christians think this is such an important story?	Why do we have Easter eggs?	What do Christians do at Easter?	Why do some Christians put a cross in their Easter Garden?	Why is Easter special to Christians? Assessment