

Reception Long Term Plan						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Autumn 1 – I wonder who I am? (All about me)	Autumn 2 – I wonder who lives there? (Animals and habitats)	Spring 1 – I wonder are they real?	Spring 2 1 – I wonder who can help/who helps me? (Superheroes/people who help us)	Summer 1 – I wonder what's in the garden? (Plants and minibeast)	Summer 2 – I wonder where shall we go? (Transport and holidays/journeys)
Celebrations	<i>Harvest</i>	<i>Diwali</i> <i>Christmas</i>	<i>Chinese New Year</i> <i>Valentine's Day</i> <i>Ramadan</i>	<i>Mother's Day</i> <i>Easter</i> <i>Eid</i>	<i>Eid</i>	<i>Father's Day</i>
Core Texts	<i>The Colour Monster</i> <i>Brown Bear Brown Bear what do you see?</i> <i>Where's my Teddy?</i>	<i>Walking through the jungle</i> <i>Dear Zoo</i> <i>Goldilocks and the Three Bears</i>	<i>We're going on a bear hunt</i> <i>The three little pigs</i> <i>The Three Billy Goats Gruff</i>	<i>The Gingerbread man</i> <i>Super Worm</i> <i>Rainbow Fish</i>	<i>Jack and the beanstalk</i> <i>The very hungry caterpillar</i> <i>Oliver's Vegetables</i>	<i>The Train Ride</i> <i>On the way to Grandpa's</i> <i>Handa's Surprise</i>
<i>Christ Church Academy Promise</i>	<i>See a wild animal</i>	<i>Dance in the rain</i>	<i>Make a mud pie</i>	<i>Create natural art</i>	<i>Hunt for bugs</i>	<i>Have a picnic</i>
<i>Trips/Experiences</i>	<i>Woodland Walk</i>	<i>Animal Visit</i>	<i>Woodland Walk</i>	<i>Visitors from different occupations</i>	<i>Farm Visit</i>	<i>Woodland Walk</i>
<i>Nursery Rhymes</i>	• Head shoulders knees and toes • Tommy Thumb • If you're happy and you know it	• The bear went over the mountain • Wind the bobbin up • Twinkle twinkle chocolate bar	• 5 little ducks • 5 speckled frogs • Pat a cake	• One, two buckle my shoe • Five current buns • Little Bo Peep	• Old McDonald had a farm • 10 fat sausages • 10 in a bed	• The sailor went to sea • This old man • Jack and Jill

<i>Executive Function</i>	<i>Planning</i> <i>Understand simple instructions</i>	<i>Working Memory</i> <i>Follows along to songs with movements</i>	<i>Emotional control</i> <i>Labelling own emotions and emotions of others</i>	<i>Time Management</i> <i>Begins to understand time concepts (seasons, days, weeks)</i>	<i>Problem solving</i> <i>Able to show decision making and turn taking during play</i>	<i>Task organisation</i> <i>Able to independently start and complete a task of at least 10 minutes</i>

Literacy Comprehension, Word Reading and Writing							ELG
Book stimulus and key vocabulary	Autumn 1 <i>The Colour Monster</i> Feelings Fear Calm Brown Bear, Brown Bear, what do you see? Colours Animals See Where's my Teddy? Feelings Bedtime	Autumn 2 <i>Walking through the jungle</i> Creeping Leaping Stomping <i>Dear Zoo</i> Scary Fierce Grumpy <i>Goldilocks and the Three Bears</i> Family Scared Angry	Spring 1 <i>We're going on a bear hunt</i> River Forest Snowstorm Under/over <i>The Three Little Pigs</i> Straw Sticks Bricks <i>The Three Billy Goats Gruff</i> Bridge Horns Hooves	Spring 2 The Gingerbread man Oven Delicious Dough Sly Super worm Wiggle Squirm Slither Flap Rainbow Fish Share Selfish	Summer 1 <i>Jack and the Beanstalk</i> Castle Clouds Axe Chop <i>The Very Hungry Caterpillar</i> Caterpillar Cocoon Butterfly <i>Oliver's Vegetables</i> Vegetables Garden Grow	Summer 2 <i>The Train Ride</i> Station Lighthouse Seaside Train <i>On the way to Grandpa's</i> Helicopter Barge Crane Digger <i>Handa's Surprise</i> Surprise Friendship	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. Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending
Phonics progression	Phase 2 graphemes s a t p l n m d g o c k c k e u r h b f l Tricky words Is I the	Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk - Words with -s /s/ added at the end (hats, sits) - Words ending in s (z) (his) and with -s /z/ added at the end (bags sings) Tricky words Put pull full as and has his her go no into she push he of we me be	Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er - Words with double letters - Longer words Tricky words Was you they my by all are sure pure	Review Phase 3 - Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words. - Words with s /z/ in the middle. - Words with -s /s/ /z/ at the end. - Words with -es /z/ at the end. -	Phase 4 - Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - Longer words and compound words - Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Tricky words	Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - Words ending in suffixes: -ing, -ed /t/ -ed /id/ / ed/, -est - Longer words Tricky Words Review all taught so far	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Demonstrate understanding of

				Tricky words Review all taught so far.	Said so have like some come love do were here little says there when what one out today		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.
<i>Oral composition</i>	- Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher modelling 2-3 simple sentences in the right order. Make comments about what they have heard.	- Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 3-word phrases (CVC words.) Echo recall. Teacher modelling 2-3 simple sentences in the right order. Make comments about what they have heard.	- Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 3-word phrases (CVC words.) Echo recall. Teacher modelling 2-4 simple sentences in the right order. Echo recall. Begin to expose children to a compound sentence. Participate in small group discussions, offering their own ideas and using new vocabulary. Make comments about what they have heard.	- Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher modelling 2-4 simple sentences in the right order. Echo recall. Begin to expose children to a compound sentence. Participate in small group discussions, offering their own ideas and using new vocabulary. Express their ideas and feelings in full sentences, including use of the correct tense and conjunctions. Ask questions to clarify their understanding (e.g.. “why was he sad?”)	- Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher modelling 2-4 simple and compound sentences in the right order. Participate in whole class discussions, offering their own ideas and using new vocabulary. Express their ideas and feelings in full sentences, including use of the correct tense and conjunctions. Ask questions to clarify their understanding (e.g.. “why was he sad?”)	- Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher modelling a mixture of simple and compound sentences in the right order. Participate in whole class discussions, offering their own ideas and using new vocabulary. Express their ideas and feelings in full sentences, including use of the correct tense and conjunctions. Ask questions to clarify their understanding (e.g.. “why was he sad?”)	(PD – fine motor) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

<i>Progression of writing skills (new skills in yellow)</i>	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Record initial sounds of words. ▪ Write and record their name.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Record initial sounds of words. ▪ Write and record their name. ▪ Write CVC words with sounds they already know.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Write and record their name. ▪ Write CVC words with sounds they already know. ▪ Write one simple, dictated captions (2-3 words) with sounds they already know. ▪ Know that words are individual units with finger spaces.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Write CVC words with sounds they already know. ▪ Know that words are individual units with finger spaces. ▪ Write one simple dictated sentence (3-4 words) with sounds they already know with adult support. ▪ To be able to compose a sentence and record this using the sounds they know with adult support.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Write words with sounds they already know. ▪ Write one simple, dictated captions (3-4 words) with sounds they already know. ▪ Know that words are individual units with finger spaces. ▪ To be able to compose an independent sentence and record this using the sounds they know.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Write words with sounds they already know. ▪ Know that words are individual units with finger spaces. ▪ To be able to compose an independent sentence and record this using the sounds they know. ▪ Write two simple, dictated sentences (5-6 words) with sounds they already know.	
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Mathematics White Rose Maths/NCTEM							ELG
Key vocabulary	Autumn 1 Subitise Pattern More than Fewer than	Autumn 2 Smaller/larger Order Whole Same Different	Spring 1 Heavier/Lighter Most/Least Pairs	Spring 2 Odd Even Double Equal Unequal	Summer 1 Number bonds Between Above Through	Summer 2 One more One less Grouping Sharing Repeat	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5.
Mastering Number Curriculum	-To subitise to 3 -To count, cardinality and ordinality (count to 5) -To know the composition of 3 and 4 -To know subitising of 2, 3 and 4 – making patterns -To compare objects -Assess, review, recap and consolidation	- To count, cardinality and ordinality (the number 5) -To compare numbers to 5 -To know composition – parts and wholes -To know composition of 3, 4 and 5 -To count, cardinality and ordinality (up to 10) and recognise numerals -Assess, review, recap and consolidation	-To subitise dots to six and match to numeral -To recognise and order numbers 1 - 5 -To know composition of 5 -To know composition of 6 and 7 -To know comparison of numbers 1 - 6 -Assess, review, recap and consolidation	- To know composition of 6-8 and above -To compare numbers to 8 -To know composition of 7 -To know composition – two equal parts and doubles -To know composition – two equal parts and doubles / odds & even tops -Assess, review, recap and consolidation	- To count larger amounts -To subitise to 6 and use tens frames -To compose and represent numbers to 10 -To structure of the number 10 -To order numbers to 10 -Assess, review, recap and consolidation	-To subitise to 5 rekenrek -To know number patterns – review and assess - To count – review and assess - To count - review and assess - To recall – review and assess	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. Verbally count beyond 20, recognising the pattern of the counting system
White Rose Curriculum	-To subitise to 3 -To know how 2 is made -To compare amounts (size, capacity and length) -1:1 counting -To use positional language -To know more than/fewer than -To sequence events (first, then, after)	-To represent, compose, order and compare numbers to 5 -To subitise to 5 -To combine 2 groups - To understand whole and parts -To rote count beyond 5 -To identify shapes	-To explore number bonds to 5 -To represent, compose, order and compare numbers to 7 -To verbally count beyond 20 -To compare amounts in mass and capacity -To make pairs	-To explore number bonds to 8 -To identify one more and one less -To introduce odd and even numbers -to explore time and height -To make AAB/ABB repeated patterns -To identify and explore 3D shapes -To know doubles -To order quantities to 10	-To explore number bonds to 9 -To use positional language to describe arrangements of objects -To verbally count beyond 20 starting at different numbers	-To explore number bonds to 10 -To build and identify numbers to 20 -To apply knowledge in different contexts	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 29 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World Links to Science							ELG
Key focus and key vocabulary	Autumn 1 <i>Harvest Festival</i> Where do they grow? Farmer Fruit Vegetable Combine Harvester <i>Healthy eating</i> How do we have a healthy lifestyle? Healthy Unhealthy	Autumn 2 <i>Seasons</i> Focus on Autumn Change Decay Conkers	Spring 1 <i>Melting and Freezing</i> Exploring ice and how it is formed. Melt Freeze <i>Light and Dark –</i> How are shadows made? Shadow Torch	Spring 2 <i>Hot Climate Animals</i> Who lives where? Lion Giraffe Tiger	Summer 1 <i>Plants</i> What plants need to grow Sunlight Seed Water Plant Soil <i>Life Cycles</i> Bean Plant Butterfly/Chicks (farm visit) Transform	Summer 2 <i>Forces</i> Explore how things move. Push Pull <i>Recycling</i> Sorting different materials Recycle	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
	Curriculum objectives - To know that to grow, humans need warmth, food and water. - To know fruit and vegetables can grow on trees, underground and some on plants. - To identify that autumn comes after summer - To notice that leaves change colour after summer - To describe foods that are healthy (fruits, vegetables, milk) and describe where these foods come from - To know that drinking water keeps us hydrated and keeps us healthy. - To know that exercise (such as running and jumping) keeps our hearts strong and healthy.	- To notice that autumn becomes colder. - To identify that some fruits and nuts fall to the ground (e.g. conkers) - Some animals collect food to get ready for winter and some animals prepare to hibernate.	- To recognise that when water gets very cold, it freezes. - To know that winter comes after autumn. - To describe how ice melts when it gets warm and turns back into water - To know that spring comes after autumn. - To explore how light helps us to see things. - To recognise that shadows are made when light is blocked. - To describe how shadows move and change size when we move the light source.	- To recognise that some animals (lion, giraffe, tiger) live in hot places like the desert. - To explore how some hot climate animals find water and shade to stay cool. - To describe how animals in hot climates have special features to help them survive (large ears to stay cool, light-coloured fur to reflect the sun) - To compare animals such as: lions, giraffes and tigers to animals of cold climates e.g. penguins in the Antarctic. - To identify that within their environment it is cold in the winter, warm in the summer and has lots of rain. - To identify that hot climates are hot and dry all year round.	- To describe how living things (chicks and caterpillars) grow and change over time. - To identify that caterpillars spin a cocoon before transforming into butterflies. - To identify that baby animals look different to their adult form. - To observe how a seed changes over time, first growing roots, then a stem and leaves. - To explain that plants need sunlight and water to grow.	- To explore and describe how objects move (e.g., pushing a toy car makes it move, pulling a wagon makes it follow) - To notice that some objects move faster or slower depending on how hard we push or pull. - To understand that we can turn old things into new things, instead of throwing them away. - To sort materials (plastic, paper, glass and metal) - To describe that littering harms animals and our environment.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Art and Design Links to Art							ELG
Key focus and key vocabulary	Autumn 1 Kapow	Autumn 2 CP	Spring 1 Kapow	Spring 2 Kapow	Summer 1 CP	Summer 2 CP	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used. Begin to show accuracy and care when drawing.
	<i>Self-portraits using pencil</i> Use mirrors to look at ourselves. Self-portrait Pencil Draw <i>Harvest Art</i> Watercolour leaf painting Watercolour	<i>Autumn Pictures</i> Using tissue paper Tear <i>Autumn Transient art</i> Collecting leaves, conkers etc to make faces. Transient Arrange Natural	Painting: Paint my world Dab Smooth Mix Collage	Sculptures & 3D: Creation station Pinch Roll Squash Sculptures Design	<i>Fruit and Vegetable printing</i> Making repeating patterns and pictures. Stamp Repeat <i>Observational Drawing</i> Flowers, Chicks, Caterpillars Sketch Observe	<i>Silhouette animals</i> Desert backgrounds with animal silhouettes. Silhouette Background	
Curriculum objectives	To use a mirror to identify our own features: eyes, nose, mouth, hair. To describe how our faces are unique: different shapes, skin tones, features such as eyebrows/freckles. To explore how to use a pencil to draw lines (straight, wavy, zigzag) shapes and create shades. To explore how watercolour creates soft, blended colours. To mix watercolours to create different shades of red, orange and yellow. To experiment with the depth of colour by adding more or less water to the paint.	To explore colours to represent fire: red, yellow, orange. To use different shapes and textures (e.g. tearing tissue paper) to represent different shades of leaves To notice how chalk can be smudged to create soft, glowing effects. To arrange natural materials (conkers, leaves, twigs) to create shapes and pictures. To describe how patterns and designs change when we change the position of materials.	To explore, use and refine a variety of artistic effects to express ideas and feelings. To use fingers to explore paint To create natural paintbrushes using found objects (feathers, grass, flower buds or heads, leaves, twigs, pine cones). To use natural paint brushes and mud paint to create artwork (children wo mix water and mud to paint using their natural brushes). Listen attentively, move to and talk about music, expressing their feelings and responses (sad/happy/different). Use paint to make long smooth strokes, short sharp dots, flicking paint, swirling, zig zags, etc.	To explore clay and its properties. Children to use their hands to manipulate the clay by stretching, pinching, rolling to make shapes. To explore playdough and discuss the difference and similarities between clay and playdough. Can children talk about share their thoughts? To create natural 3D landscape pictures using found objects (leaves, twigs, petals, seed pods, bark, grass). To create a design for a 3D animal sculpture with a partner. Children to use clay to create their animal sculpture.	To experiment with repeating patterns by stamping shapes (onions, peppers, apples and celery) to create different textures. To observe and describe what they can see before drawing flower, chicks or caterpillars. To sketch using light and dark strokes to represent shapes and textures. To use different types of pencil lines and techniques to add detail (curved lines, short dashes, blending and smudging.)	Share their creation and explain the process they have used. Use pastels/tissue paper to create a warm desert sunset (reds, oranges and yellows.) To explore how light and shadow create silhouettes. To refine cutting skills by following a more intricate animal outline. Use a variety of artistic effects the express their ideas and feelings.	

	To develop cutting skills by following a simple outline e.g. a leaf.		To make child-led collages using mixed media (tissue paper, different size paper, feather etc). To use loose parts to create a piece of transient art using buttons, corks, bottle lids etc. children to make their creation on a cork board, place mat, plate, wooden board, piece of card etc To create landscape collages inspired by the work of Megan Coyle. Children to look at her landscape collage. To create a large piece of group artwork based around fireworks. Children to experiment with colour, design and painting techniques.	Children to have clay and water pots to help them sculpt. Children to paint their sculptures and share their creation, explaining the processes they have used.			
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Understanding the World Links to History							ELG
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
	My Family and Community Children will learn about who looks after them in their family and the wider community. Family Mum Dad Sister Brother Grandparents	Bonfire Night Guy Fawkes and what he did. Clothes from the past. Guy Fawkes Clothing Long ago	Chinese New Year What is the celebration and how did it start? Year Past	Now and Then Jobs Children will learn about the job of a farmer and how this job has changed over time. Horse Plough Tractor	Changing and Growing Life Cycles How do we grow? When were we born? How do we change over time? Born Order	Rhymes Past and present rhymes: how have they changed? Past Present	

							Understand the past through settings, characters and events encountered in books read in class and storytelling.
<i>Curriculum objectives</i>	- To name and describe who is in their immediate family. - To discuss who lives in their house. - Children to draw a picture of their family. - To explore who else might look after them in the community. - Name and describe people who are familiar to them.	To know who Guy Fawkes was and what he did. To know why Bonfire Night is celebrated today. To know that long ago people would wear long sleeve shirts, large hats and boots for men and long dresses and heeled shoes for women and compare that to clothes of today.	To know why Chinese New Year is celebrated today. To know that each year is linked to an animal. To describe traditional customs (dragon dance, wearing red and gold and giving money in a red envelope.)	To know that farmers used horses and ploughs and today we use tractors and combine harvesters. To know a farmer harvests food (such as cauliflowers, cabbages, carrots, turnips) and it more difficult a long time ago.	To know that everyone is born and grows over time: babies into children and children into adults. To understand that babies change as they get older and they learn to crawl, walk and talk. To describe things, they can do now that they couldn't do before. To know a range of jobs that adults can have (doctors, dentists, teachers, taxi driver.)	To know how children's rhymes have changed over time. To compare and contrast images from the past.	

Understanding the World Links to Geography							ELG
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	<i>Different Types of houses</i> What houses do we live in? What other types of houses are there? Flat Bungalow House <i>Where do you live?</i> Explore the surroundings of school. Deighton Huddersfield	<i>Local walk</i> Links to autumn and changes. Environment Route	<i>Explore the Arctic and Antarctic.</i> Where do penguins and polar bears live? Where are these places? Cold/Hot North Pole/ South Pole	Recycling – Global Warming <i>How can we help our planet?</i> Materials Recycle Re-use	<i>Kapow</i> <i>Outdoor adventures</i> Exploring weather Nature catchers Observational paintings Explore Observe Season	<i>What is a desert?</i> Explore the climate and what a desert looks like. Desert Hot/Dry <i>Where is Africa?</i> Explore maps and where Africa is located in comparison to us. Africa Flag <i>How will we travel to Huddersfield from Africa?</i> Plan a route from Africa to our school. Map Journey	
Curriculum objectives	To know that people live in different types of homes (flat, bungalow, house.) To name members of their immediate family and community. To describe their home by its features (number of rooms, garden, number of windows.) To name their area and town) To name places in their surroundings (Library, Tesco’s, Park, Mosque)	To understand what a route is and follow a simple map. To observe their local environment and name different types of trees, plants and buildings. To listen to and follow simple directions (turn, forwards, straight on.)	To know that the Arctic is the North Pole where polar bears live and the Antarctic is the South Pole where penguins live. To understand that these places are very cold and covered in ice and snow. To describe how animals and people stay warm in icy temperatures (fur coats, boots, hats.)	To know that throwing rubbish in the correct bin helps the planet. To understand some ways that they can help with planet (turning off lights/planting trees/re-using materials.) To know the earth is getting warmer which affects people, animals and the weather.	To use senses to explore natural materials. To describe what they see, feel and hear whilst outside. To know of natural materials in the world around them. To understand the effect of changing seasons on the natural world around them.	To know that a desert is a sandy place with very little rain and is often hot and dry. To know that Africa is a continent with many different countries, each with their own flag. To recognise that Africa is far from the UK and identify it on a map. To know that we can travel to different countries by plane, boat or car.	

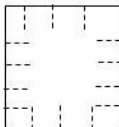
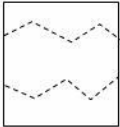
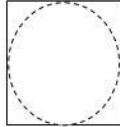
Expressive Art and Design Links to Design Technology and Being Imaginative							ELG
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Use a range of small tools, including scissors, paintbrushes and cutlery.
	<i>CP malleable materials</i> <i>Making Diya Lamps</i> Use playdough to make lamps and develop different techniques. Pinch Mould	<i>Making a Christmas Card</i> Christmas Tree Baubles Making party decorations Hats, bunting, paper chains. Elastic Purpose	<i>Making Houses for the 3 little pigs.</i> Use different resources to build houses and test their strength. Sticks Bricks <i>Sugar Cube Igloos</i> Can they make an igloo? Stack Balance	<i>Easter Cards</i> Design and make an Easter card. Fold	<i>Paper chain caterpillars</i> Link Secure <i>Kapow: Structures: Junk Modelling</i> Using a range of materials to make a structure Fasten Plan Stick Join	Kapow: structures: Boats Float Sink <i>Making boats</i> Design and make a boat that can float based on Waterproof Strong	
Curriculum objectives	To be able to change the shape of dough by pinching, rolling and moulding. To be able to describe how they have decorated their Diya lamp (adding patterns, small shapes or beads.)	To be able to discuss different ways of making a Christmas card e.g cut out shapes, collage or painting. To make decisions on what techniques are needed for different materials such as cutting paper or folding card. To be able to look at their finished product and explain what they like about it. To understand that parties need decorations and that these need to be fun and colourful and based on a theme (e.g safari animals and animal print hats.)	To understand that some materials are stronger than others. To know that buildings are made from strong materials (brick) to keep people safe. To understand how to connect and balance materials to create a strong and stable structure. To understand simple building techniques (e.g., Wider bases for stability, overlapping sticks for strength). To develop storylines in their pretend play (retelling story of 3 Little Pigs)	Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials.	To know that linking means connecting different pieces of paper together. To know how to change the shape of paper or card. To know and use different techniques to secure their design (glue or Sellotape.) To be able to make a choice on their design from a range of different suggestions. To select the appropriate materials to create their design. To use and explore a wider range of materials to fasten (split pins, string, staples.)	To have an understanding of which materials are waterproof and best for floating. To be able to select a material for their boat and explain why they have chosen it e.g., tin foil because its light and waterproof. To use different tools to safely assemble their boat (scissors, tape, glue, hole punch.) To understand what an igloo looks like and how it is built. To understand the importance of testing their igloo to check if it is	

		To explore different ways of securing a party hat to keep it on their head (using string or elastic.)		Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	To draw and describe what their structure will look like including materials they will use and colours they like. To know the different parts of a rocket (body, nose, engine, wings.) To compare their final design to their plan and talk about what went well.	stable (does it fall when you tap it?) To develop storylines in their pretend play.	
Understanding the World Links to Religious Education							ELG
Key focus and key vocabulary	Autumn 1 Being Special <i>Where do We Belong?</i> Christening Baptism Belonging Aqiqah	Autumn 2 Incarnation <i>Why do Christians perform Nativity plays at Christmas?</i> Jesus Nativity Christmas	Spring 1 Why is the word God important to Christians? God Creation Christians Allah	Spring 2 Why Do Christians put a Cross in an Easter Garden? Easter Sin Salvation Love	Summer 1 Which Stories are Special and Why? Bible Qur'an Sacred Tanakh	Summer 2 Which places are special and why? Holy Church Mosque Worship	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
	Curriculum objectives To know that people can belong to different groups i.e. school, family, clubs To know that at a traditional Christian infant baptism, the child will be given godparents, have holy water poured on their head.	To know that Christians believe God came to Earth in human form as Jesus. To know that Christians believe Jesus came to show that all people are precious and special to God. To know that Christians believe that Mary gave birth to Jesus in	To know the word God is a name. To know Christians believe God is the creator of the universe. To know Christians believe God made our wonderful world and so we should look after it. To know Christians show that God is important to them in	To know Christians remember Jesus' last week at Easter. To know Jesus' name means 'He saves'. To know Christians believe Jesus came to show God's love. To know Christians try to show love to others.	To know the Bible, Tanakh and Qur'an are sacred texts that help believers understand more about God and Allah. Listen to and talk about some religious stories. To know that Jesus, the son of God, told lots of stories to help people to become better people. To know the Night of Power is a special story for Muslims.	To know places of worship are important for religious people so they can feel closer to God. To know a place of worship for Christians is a church. To know a place of worship for Muslims is a mosque.	

	To know an infant baptism will be held in a church. To know that at an aqiqah, the Muslim child is welcomed into the family. The baby's head is shaved. To talk about members of their immediate family and community.	Bethlehem and different people came to visit Jesus for different reasons. To know what some traditions in class are (Christmas, Ramadan etc) Recognise that people have different beliefs and celebrate special times in different ways. To understand why Christians celebrate Christmas.	church when they gather together to pray to God and to sing his praise. To know a church is a Christian place of worship.	For Christians, Easter is the most important festival of the year. To know the Easter period is full of different events for example, Spring Harvest, and holiday clubs/Easter Messy Church activities for children. Discuss why/why not Easter might be an important or special time for them.	To understand that stories/books carry meaning and can be important for different reasons. To talk about how they should live after reading the stories.		
Links to Computing							ELG
Key focus and key vocabulary	Autumn	Spring	Summer				
	Introducing key pieces of technology in continuous provision. - Technology around us - Technology - Keyboard - Telephone	Introducing key pieces of technology in continuous provision. - Kapow: Using a computer - Staying safe online - Using iPads to take photos - - keyboard - Log -in/out - Mouse control - I-Pad	Introducing key pieces of technology in continuous provision. - Kapow Programming - Staying safe online - Beebot/Robot - Program - Instructions				
Curriculum objectives	To know what technology is used at home (TV, phone, computers.) (UTW – past and present – links with differences between things in the past and now) To know what technology, we have in class and how it is used (computer, iPads, torches.) (UTW – past and present – links with differences between things in the past and now)	To be able to enter their password with support from an adult. To understand what a computer keyboard is and recognise some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings.	To know that being able to follow and give simple instructions is important in computing. To understand that it is important for instructions to be in the right order. To be able to plan a route for a toy vehicle or robot. (UTW – describe the environment using knowledge from maps)				

	To use a touchscreen device purposely. (PD – fine motor) To be able to use a keyboard to type numbers and familiar letters. (PD – fine motor) To be able to hold a computer mouse with their fingers on the correct buttons. (PD – fine motor)		To know that to use a computer you need to log in to it and then log out at the end of your session. To be able to talk about what photos show (people, animals, outside etc). C&L - Speaking		To know how to make a floor robot move (pressing buttons and giving directions.) . (UTW – describe the environment using knowledge from maps) To be able to use the language or forwards, backwards and turn when programming a robot. (C+L – speaking)		
Personal, Social and Emotional Links to RSHE							ELG
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	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. 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. Work and play cooperatively and take turns with others.
	Me and my relationships All about me What makes me special? Who can help me? My feelings Relatives Home Like/Dislike	Valuing Difference I’m special your special Same and Different families I am caring I am a friend Caring	Keeping myself safe Safe Indoors and Outdoors Listening to my feelings Keeping safe online People who help me Strangers Unsafe	Rights and Respect My special friends Being helpful at home Caring for our world Looking after money Right Respect	Being my Best Healthy Eating Healthy Mind Move your body A good night’s sleep Exercise Rest	Growing and Changing Seasons Life stages – plants, humans and animals Where do babies come from? Plant Human Animal	
Curriculum objectives	To understand that relatives are people in our family that love and care for us (mum, dad, brother, sister, aunty, uncle.) To know that relatives and adults in school are people we can talk to, ask for help and spend time with. To understand that home is a place that we all live with our family. To be able to talk about their likes and dislikes with others.	To know that different people like different things and understand that being different is okay. To name some ways that people are different (hair colour, eye colour, religion.) To give examples on how to be a good	To understand what the word safe and unsafe means. To understand that our classroom rules help keep us safe in school. To know how to be safe indoors (not touching hot things, playing with toys carefully.) To know how to be safe outdoors (crossing a road with an adult, stranger danger.)	To know how to respect my friends by being kind, using nice words and helping them. To know different ways that they can help at home such as tidying up toys and setting the table. To understand how we can look after our world by recycling, caring for plants and animals and not dropping litter.	To name some healthy foods such as apples, carrots and rice and how they help my body. To understand that exercise helps my body to stay strong and healthy and name some different types of exercise such as running, swimming or yoga. To know that I need a good night’s sleep to help me grow and feel good the next day.	To know that there are 4 seasons (spring, summer, autumn and winter) and describe the changes that happen in each season (leaves falling, new plants growing, hot weather.) To know that a plant starts as a seed and grows in a big plant with flowers or leaves.	

	To be able to identify basic feelings such as happy, sad, angry and show resilience/perseverance in the face of challenge. To identify adults in school that can help us if we need it. To identify strategies to control their immediate impulses when appropriate – e.g. not snatching during a sharing game, not becoming upset when taking turns.	friend (sharing, helping, playing.) To understand that you can be friends with someone even if you like different things. To know that families can be structured differently. (i.e., single parents, grandparents living in the family home)	To name some people that help us in the community (police, teacher, doctor, firefighter.) To know that it is not safe to talk to strangers on a computer or tablet. To know which adults, you can talk to if something scares you when using a computer (an advert or video.)	To understand where money comes from and how it is earned. To know that money is important and we use it to buy things that we need or want. To understand that you can save money to buy something special later on.	To know that brushing my teeth is important to keep them healthy and clean. To know that it is okay to feel different things such as happy, sad or angry and that talking to someone can help us to feel better.	To know that when I was a baby, I was small and now I am growing bigger and learning new things. To know that babies grow inside their mum's tummy and are born when they are ready. To know that human babies are born in hospitals and that animals are born in different places such as nests or burrows.	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Physical Development Links to Fine Motor and P.E (gross motor)							ELG
Key focus	Autumn 1 Focus: Hand strength and control	Autumn 2 Focus: Control and coordination	Spring 1 Focus: Tripod grip development	Spring 2 Focus: Control for purpose	Summer 1 Focus: Fluent tool use	Summer 2 Focus: Application and confidence	Fine motor 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Fine motor development	Explores malleable materials (playdough, clay, putty) Uses whole-hand grasp to manipulate objects Enjoys sensory fine motor activities (scooping, pouring, posting) Begins to use tools with support (large tweezers, chunky crayons)	Uses scissors to snip paper (straight lines, fringes) Begins to hold mark-making tools with increasing control Completes simple fine motor tasks (threading, peg boards) Copies basic shapes (lines, circles)	Uses finger and thumb grip or tripod grip with support/reminders Cuts along straight and slightly curved lines Draws recognisable shapes and simple pictures Uses tools with more independence (glue spreaders, paintbrushes)	Maintains tripod grip for longer periods Cuts out simple shapes with increasing accuracy Writes recognisable letters (may still be inconsistent in size) Shows care when colouring and drawing within boundaries	Holds pencil effectively with little support Forms most letters correctly and with control Cuts out complex shapes confidently Uses fine motor skills across the curriculum (construction, DT, art)	Consistently uses tripod grip Writes with control, accuracy and endurance Uses a range of small tools safely and confidently Demonstrates care and precision in detailed work	

Pencil Grip stages	 Palmer Grasp	 Digital Pronate Grasp	 Four Finger and thumb grip	 Tripod Grip	 Mature Tripod Grip		
Cutting skills development	Cutting Skills  1. Cutting scrap paper  2. Snipping the edges of paper  3. Cutting straight lines  4. Cutting angles  5. Cutting curves				Consistently cuts complex shapes, showing stamina for longer tasks across the curriculum.		
	Introduction to P.E Instructions Balance Confidence Turn-Taking	Fundamentals of PE Regulate Travel Explore Perseverance	Dance Perform Space Collaborate Independence	Gymnastics Determination Support Forward roll Barrel roll	Balls Skills Dribble Tactics Communicate Throw/Catch Honesty	Games Direction Decision Reflect Strike	Gross Motor Negotiate space and obstacles safely, with consideration for

<i>Curriculum objectives</i>	To make independent choices. To be able to follow instructions involving several ideas or actions. To play as part of a group and take turns with others. To be able to understand the rules of a game and talk about why we need to follow them. To begin to identify when they are being successful during the lesson. To take part in activities that involve running, jumping and skipping. To know that moving into space away from others will keep them safe. To develop skills to coordinate themselves safely during PE (and the school day – lining up, queuing etc)	To know that you can use big steps to run and small steps to stop. To understand that holding out their arms will help them to balance. To know that bending their knees will help them to land safely when jumping. To know that hopping with require them to use one foot. To be able to change direction when moving. To understand the importance of regulating their behaviour in a game. I can take turns and congratulate others during a game.	To understand that they can move their body in different ways to create actions. To understand that when watching others perform you need to be quiet and clap at the end. To understand that if they use lots of space, it will make their dance more interesting. To be able to copy, repeat and remember actions shown by an adult. To know that counting helps them to keep in time with the music. To be able to talk about what they liked about someone else's dance. To understand that being barefoot helps us with our dancing and movement.	To know how to use their bodies to make different shapes. To learn how to be still when holding a balance. To learn how to change their body shape to help them roll. To be able to count to 5 when holding a shape or balance to help people see it clearly. To be able to roll in different ways (barrel roll, straight roll and forward roll.) To perform basic skills (rolls, jumps balances) on the floor and on apparatus. To understand how to move and climb safely on different apparatus.	To be able to negotiate space safely by stopping safely. To persevere when trying new challenges. To be able to play a simple ball game. To use ball skills with developing confidence (throw, kick, catch.) To be able to throw a ball at a target. To be able to move different body parts at the same time. To understand that you need to put your hands out to catch a ball. To know that keeping a ball close when dribbling will help control the ball.	To know that pointing their hand will help to aim at a target. To know how to point their racket at their target when striking. To understand that there are different role in games. To make simple decisions in response to a task such as who will play which role or whose turn is next. To know how to keep the score in a game. To know how to change direction quickly when moving. To be able to move around for longer and show developing stamina. To know how to store the equipment safely. To follow instructions and move safely when playing tagging games.	themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
<i>Independent (coat)</i>	Autumn 1 Focus: Hand Strength and Coordination Skill	Autumn 2 Focus: Control and Coordination Skill Uses the coat flip independently.	Spring 1 Focus: Tripod Grip Development Skill	Spring 2 Focus: Control for Purpose Skill Engages and fastens zip with occasional support.	Summer 1 Focus: Fluent Tool Use Skill Independently puts coat on and fastens zip.	Summer 2 Focus: Application and Confidence Skill Independently manages coat, zip and belongings.	End of Reception Expected Outcome Dressing and Fastening

	Participates in the coat flip technique with adult support. Begins to locate sleeves and armholes. Uses both hands together to put arms into sleeves. Attempts to pull coat off independently. Fine Motor Links Bilateral coordination. Shoulder and arm strength. Body awareness. Crossing the midline. Activities Coat flip practice. Dressing dolls and teddies. Posting and threading activities. Pegging and playdough challenges.	Puts coat on with minimal support. Pulls zip up and down once engaged by an adult. Locates zip parts with support. Fine Motor Links Bilateral coordination. Hand-eye coordination. Finger strength. Visual tracking. Activities Dressing role-play. Zips, buckles and fastening boards. Peg activities. Large beads and threading.	Puts coat on independently using the coat flip. Holds the bottom of the zip while attempting to insert the pin. Begins to engage the zip with support. Fine Motor Links Pincer grip. Finger isolation. Precision movements. Controlled hand movements. Activities Tweezers and tongs. Nuts and bolts. Small construction. Finger gym activities.	Pulls zip to the top independently. Recognises coat orientation and corrects errors. Fine Motor Links Precision grip. Dexterity. Problem solving. Motor planning. Activities Zips, buttons and fastening frames. Sewing cards. Scissor skills. Small-world construction.	Manages simple fastenings such as large buttons and poppers. Demonstrates efficient dressing routines. Fine Motor Links Dexterity. Coordination. Independence. Endurance.	Applies dressing skills in different contexts (PE, outdoor learning, visits). Supports younger peers where appropriate. Fine Motor Links Automaticity. Precision. Independence. Self-care confidence.	Independently puts on and removes their coat. Uses the coat flip method confidently. Fastens and unfastens a zip independently. Manages simple clothing fastenings with increasing confidence. Demonstrates the bilateral coordination, finger strength and dexterity needed for self-care and early writing tasks.
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Transition routines Tidying up and Transition							End of EYFS Outcome
Key focus Reception	Autumn 1 Focus: Learning Expectations • Responds promptly to the tidy-up signal. • Returns familiar resources to labelled areas. • Helps tidy the provision they have accessed. • Carries resources safely using both hands. • Begins to work cooperatively with peers during tidy-up time. What tidy looks like pictures introduced Shadowing for pots and bricks	Autumn 2 Focus: Organisation and Care • Tidies resources independently following visual prompts. • Sorts resources into the correct containers. • Demonstrates care when returning resources. • Begins to check that an area is ready for the next learner. • Follows a set tidy-up routine.	Spring 1 Focus: Responsibility and Independence • Identifies resources that are missing or misplaced. • Returns resources to the correct place without prompts. • Completes tidy-up tasks before selecting a new activity. • Helps organise resources neatly and efficiently. • Takes responsibility for areas they have used.	Spring 2 Focus: Teamwork and Leadership • Works collaboratively to tidy larger provision areas. • Supports peers to follow tidy-up expectations. • Maintains organised learning areas throughout the day. • Uses initiative to tidy resources that are not being used. • Demonstrates pride in maintaining the classroom environment	Summer 1 Focus: Efficiency and Self-Management • Independently follows the full tidy-up routine. • Organises resources so they are accessible and ready for use. • Recognises when areas require attention without adult direction. • Completes tidy-up tasks thoroughly and efficiently. • Shows sustained responsibility for shared learning spaces.	Summer 2 Focus: Application and Leadership • Consistently maintains high standards of organisation. • Acts as a positive role model for others. • Supports Nursery children or peers with routines where appropriate. • Demonstrates independence, responsibility and care for the environment. • Understands how a tidy environment supports learning and safety.	End-of-Year Expectations Reception ☐ Independently tidies the areas they have used ☐ Returns resources accurately and efficiently ☐ Demonstrates responsibility and care for the classroom environment ☐ Works collaboratively to maintain an organised learning space ☐ Acts as a positive role model for younger children and peers
	15 minutes timer Team Stop	Introduction of jobs (display)	10 minute timer		5 minute timer		

Reception Carpet Transition	Autumn 1 Focus: Establishing Routine • Finds and sits on their designated carpet spot. • Sits facing forwards. • Keeps hands and feet to themselves. • Listens to the adult speaker. • Responds to visual and verbal cues. • Introduction of Team Stop Signal • Minibeast spot on the rug/carpet • 6 in a row 5 rows	Autumn 2 Focus: Consistency • Moves to their carpet spot/minibeast promptly. • Maintains good sitting positions. • Listens during adult-led sessions. • Shows awareness of personal space. • Requires fewer reminders. • Introduction of 1,2,3 eyes on me	Spring 1 Focus: Independence • Sits in rows using carpet spots/minibeast as guidance. • Maintains focus for longer periods. • Demonstrates good listening without continuous prompts. • Sits alongside different peers successfully. • Shows increasing self-regulation.	Spring 2 Focus: Learning Without Spots/minibeast in Sunflower room • Selects an appropriate place in a row. • Maintains personal space independently. • Demonstrates good posture and attention. • Moves sensibly to and from the carpet. • Sustains concentration during whole-class teaching.	Summer 1 Focus: Readiness for Year 1 • Sits in organised rows without visual markers. • Demonstrates independence and self-regulation. • Maintains attention during longer teaching inputs. • Responds appropriately to class discussions. • Understands expectations without reminders.	Summer 2 Focus: Year 1 Ready • Selects an appropriate place independently. • Sits comfortably and attentively for extended periods. • Maintains personal space consistently. • Demonstrates exemplary listening behaviours. • Is ready for whole-class learning structures in Key Stage 1. Learning how to line up in Alphabetical order	Reception ☐ Moves to the carpet promptly and independently. ☐ Sits appropriately without designated spots. ☐ Maintains attention during whole-class teaching. ☐ Demonstrates self-regulation and readiness to learn. ☐ Participates positively in discussions and learning activities

Expressive Art and Design Links to Music							ELG
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Exploring sound High/Low Loud/quiet Fast/Slow Instrument Singing	Celebration Music High/Low Loud/quiet Fast/Slow Instrument Singing	Music and Movement High/Low Loud/quiet Fast/Slow Instrument Singing	Musical Stories High/Low Loud/quiet Fast/Slow Instrument Singing	Transport High/Low Loud/quiet Fast/Slow Instrument Singing	Big Band High/Low Loud/quiet Fast/Slow Instrument Singing	
Curriculum objectives	To know how to use their voices to make a variety of sounds (humming, high sounds and low sounds.) To understand how to use their bodies to make a variety of sounds (clapping, stamping, clicking.) To be able to identify some instrument sounds such as drum, triangle and maraca. To be able to name some environmental sounds (traffic, birds, thunder and alarm.) To know how they can use their voices to imitate nature sounds such as bird, lion, monkey and mouse.	To be able to name some celebrations where music is important. To know that music can be used to help celebrate key events. To sing and move to Christmas songs. To learn and remember songs within our school nativity.	To understand why songs, have actions (to help us remember the words.) To be able to find the beat in a song through body movement. To be able to identify if a sound is low or high and whether a song is fast or slow. To be able to perform action songs to a small audience.	To be able to talk about how a piece of music makes you feel such as happy, sad, tired. To be able to perform in a group using actions and singing. To understand how instruments can represent a certain mood, character or action (stomping for an elephant.) To be able to play an instrument as part of a group story. To be able to create a musical story based on a familiar routine (we're going on a bear hunt or teddy bear's picnic.)	To be able to create different transport sound effects using their voices (train, aeroplane, car and boat.) To make sounds at different speeds/tempo. To know how symbols can be used to communicate a change in speed in a song (red is slow.)	To be able to use recyclable materials to create a simple instrument. To understand the features of different instruments, such as strings or beads for shakers. To know and talk about the 4 different groups of musical instruments in an orchestra (brass, woodwind, strings and percussion.) To be able to follow a beat using an untuned instrument. To be able to play in time to familiar songs. To perform a song to a larger audience.	

Maths – Number Formation							ELG
Key focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Focus: Pre-writing Shapes & Numbers 1–3	Focus: Numbers 0–5	Focus: Numbers 6–8	Focus: Numbers 9–10	Focus: Fluency & Consistency	Focus: Application & Independence	
Key objectives	Develop pencil control and hand strength Recognise numerals 1–3 Begin correct formation of 1–3 Match numeral to quantity	Recognise and form numerals 0–5 Begin consistent starting points Link numerals to quantities to 5	Form numerals 6–8 correctly Build fluency and confidence Strengthen number recognition to 8	Form numerals 9 and 10 Consolidate all numerals 0–10 Improve size and orientation	Secure correct formation of 0–10 Improve pencil grip and control Write numbers in sequence	Apply number writing in practical contexts Maintain correct orientation and sizing Develop automatic recall and formation	
Key skills	Vertical lines Horizontal lines Circles Anti-clockwise movement	Vertical lines Horizontal lines Circles Anti-clockwise movement					
	1 → straight down 2 → curve across/down	0 → continuous anti-clockwise circle	6 → curl round	9 → circle then down 10 → form 1 then 0 with spacing			
Number formation							

