









Reception Long Term Plan 22-23

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i> WELL-BEING & Behaviour For Learning</p>	 <p>Colourful me! Starting school Superheroes People who help us How have I changed? My family What am I good at? How do I make others feel? Being kind / staying safe Colours</p>	 <p>Terrific Tales! Traditional Tales Little Red Hen - Harvest Familiar tales Gingerbread Man Cinderella The Nativity Christmas Lists Letters to Father Christmas</p>	 <p>Amazing Animals! Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Night and day animals David Attenborough Happy Habitats</p>	 <p>Come Outside! Plants & Flowers Weather / Seasons Does the moon shine? The great outdoors Forest School Planting seeds Reduce, Reuse & Recycle Fun Science / Materials</p>	 <p>Ticket to ride! How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?</p>	 <p>Fun at the Seaside! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art</p>
<p>Literacy Texts</p>	<p>Once There Were Giants Only One You Rainbow Fish The Colour Monster Wow, Said the Owl Mixed Peace at Last! How are you feeling today? It's Okay To Be Different</p>	<p>Little Red Hen Rama and Sita The Three Little Pigs Goldilocks and The Three Bears Billy Goat's Gruff Gingerbread Man Cinderella</p>	<p>The Emperor's Egg Walking Through The Jungle Rumble in The Jungle Commotion in The Ocean Owl Babies Night Monkey, Day Monkey The Very Hungry Caterpillar</p>	<p>Oliver's Vegetables Oliver's Fruit Salad Jasper's Beanstalk The Tiny Seed Tree: Seasons Come, Seasons Go Plastic Bag The Last Tree Lila and The Secret of The Rain</p>	<p>The Snail and the Whale The Way back Home Bob, The Man on the Moon The Naughty Bus You Can't Take an Elephant on The Bus Hundred Decker Bus Mr. Gumpy's Outing Mrs Armitage on Wheels</p>	<p>Lighthouse Keeper's Lunch At The Beach Sharing a Shell Clean up The Snail and The Whale Caribbean Dream The Sea-Saw Seaside Poems</p>
<p>'Wow' moments / Enrichment Weeks</p>	<p>Autumn Trail Harvest Time Halloween What do I want to be when I grow up? Nurse / Dentist Visit Hospital Police Station</p>	<p>Bonfire Night Christmas Time Diwali Remembrance Day Road Safety Children in Need Anti- Bullying Week Fire Engine / Police Visit Fire Station Post Office</p>	<p>Chinese New Year Valentine's Day Internet Safety Day Map work – Find the Treasure Kingston Maurward / Madjeston Visit Pet Shop Safari</p>	<p>Picnic Planting seeds Easter time Nature Scavenger Hunt Mother's Day Easter Egg Hunt Bluebell Walk / Transfer Station Visit Cake Shop Flower Shop</p>	<p>Post a letter Food tasting – different cultures Start of Ramadan Eid Heritage Train Station Visit / Vehicles Visit School Space Train Station</p>	<p>Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Father's Day World Environment Day Charmouth Visit Pirates Dinosaurs</p>

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  Over Arching Principles	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> EYFS Team</p>						
<p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>						

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Our Values Assemblies / Sharing Circles These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	Analyse Pre-school Assessments In-house - Baseline data on entry National Baseline data by end of term Phonic Intervention groups	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments	Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings
Parental Involvement	Staggered Start Harvest Assembly Phonics workshop Reading workshop	Nativity Parents Evening Maths workshop	Writing workshop Share a story Stay and Read morning Class Assembly	Parents Evening Art workshop / Gallery Share a story	Share a story Class Assembly	Share a story Parents Evening Sports Day

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Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions. Daily story time	<p>Welcome to EYFS</p> <p>Listen to others 1:1, small group and whole class</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Maintain attention in whole class and small groups contexts for a short time</p> <p>Join in with repeated refrains and anticipate key events in stories</p> <p>Follow 1 step instructions</p> <p>Use sentences of 4-6 words</p> <p>Begin to use social phrases</p>	<p>Listen in familiar and new situations</p> <p>Engage in stories that are familiar and new with interest</p> <p>Maintain attention in new situations</p> <p>Shift attention when required</p> <p>Make relevant comments when listening to a story</p> <p>Answer 'Why?'</p> <p>Link events in a story to own experiences</p> <p>Respond to others appropriately in play</p> <p>Follow 2 step instructions</p> <p>Use intonation to make meaning clearer</p> <p>Use simple conjunctions</p> <p>Retell a simple event</p>	<p>Listen attentively in a range of situations</p> <p>Know how to listen carefully</p> <p>Maintains attention / concentrates and sits quietly during an appropriate activity</p> <p>Make predictions about what might happen next in a story</p> <p>Engage in non-fiction</p> <p>Link events in a story to own experiences</p> <p>Consider the listener and take turns to speak</p> <p>Use to talk to pretend objects stand for something else in play</p> <p>Demonstrate the use of past tense verbs</p> <p>Offer explanations</p> <p>Recount events</p>	<p>Understand why listening is important</p> <p>Maintain attention in different contexts</p> <p>Attend to peers and adults who are familiar and unfamiliar</p> <p>Keep play going in response to the ideas of others</p> <p>Use talk to help work out problems and organise thinking</p> <p>Listen to, engage in and talk about non-fiction</p> <p>Ask questions to clarify understanding</p> <p>Use talk to clarify thinking, connect ideas and share with others</p> <p>Retell / create own stories</p> <p>Use simple conjunctions</p>	<p>Listen to and understand instructions whilst busy with another task</p> <p>Listen and continue with an activity for a period of time</p> <p>Engage in conversation relevant to play theme</p> <p>Ask and answer 'What, Where, When, What could we do next?'</p> <p>questions</p> <p>Listen to and talk about non-fiction and develop a deep familiarity with new knowledge and vocabulary</p> <p>Carry out a series of 3 directions</p> <p>Recount an event in the correct order and with detail</p>	<p>Listen attentively and respond to what they hear with relevant questions and comments</p> <p>Pretend to talk to someone else in play</p> <p>Retell a story with some exact repetition</p> <p>Understand words can be put into groups</p> <p>Name objects, animals and characters from a description</p> <p>Articulate and create an imaginary story</p> <p>Speak clearly in well-formed sentences</p> <p>Use new vocabulary</p> <p>Use conjunctions to extend and articulate their ideas</p>

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self - Regulation Link to Behaviour for Learning	<p>Aware of own feelings, can talk about feelings using words</p> <p>Know they can rely on teachers, friends and buddy for support</p> <p>Can inhibit own actions and welcome distractions when upset</p> <p>Understand behavioural expectations</p> <p>Know what they like and don't like</p> <p>Understand the classroom rules</p> <p>Can independently organise themselves in the morning</p> <p>Can manage their own personal hygiene</p> <p>Interested in others and starting to join in</p> <p>Engage in positive interactions with adults and peers</p> <p>2 Zones of Regulation</p>	<p>Show concern for others and an awareness of how their actions may impact on others</p> <p>Talk with others to solve conflict</p> <p>Can identify how they are feeling</p> <p>Begin to take turns and share</p> <p>Can tolerate a delay when their needs are not being met immediately</p> <p>Can talk about what they are doing and why</p> <p>Can independently choose areas they would like to play in or resources</p> <p>Can say when they need help</p> <p>With some support, can get undressed and dressed for PE</p> <p>Can follow 2 step instructions</p> <p>Seek out familiar adults and peers to engage in conversation or ask for help</p> <p>3 Zones of Regulation</p>	<p>Can show pride in achievements and show work to others</p> <p>Understand behavioural expectations</p> <p>Take pride in themselves, work and achievements</p> <p>Can explain right from wrong and try to behave accordingly</p> <p>Can independently manage their own needs</p> <p>Can talk about healthy and unhealthy foods</p> <p>Consider the listener and take turns in speaking</p> <p>Can identify kindness and considerate behaviours of others</p> <p>Seek others to share activities and experiences</p>	<p>Can make choices and communicate what they need</p> <p>Can name people in school they can turn to if they need help or are worried</p> <p>Understand why listening is important</p> <p>Happy to stand up and share achievements with others</p> <p>Can get dressed and undressed for PE</p> <p>Begin to show resilience when faced with challenges</p> <p>Knows it is important to work together to look after our classroom</p> <p>Can keep play going by co-operating, listening, speaking and explaining</p> <p>Can reflect on the work of others and self-evaluate own work</p> <p>Use language to negotiate, play and organise</p>	<p>Initiate an apology where appropriate</p> <p>Beginning to know that children think and respond in different ways to them</p> <p>Can follow instructions, requests and ideas in a range situations</p> <p>Can talk about own abilities positively</p> <p>Confident to try new activities and say why they like some activities more than others</p> <p>Shows resilience and perseverance</p> <p>Can follow directions with 3 parts</p> <p>Knows it is important for all of us to keep safe when transporting tools and equipment</p> <p>Can be considerate to the needs of others, beginning to respect a different point of view</p>	<p>Understand some strategies to deal with anger and frustration</p> <p>Able to identify and moderate own feelings</p> <p>Can negotiate with others to solve problems and take steps to resolve conflict</p> <p>Engage in challenges and take responsibility for their own learning</p> <p>See themselves as a unique and valued individual</p> <p>Seek out challenges and enjoy the process</p> <p>Understand what it means to keep healthy</p> <p>Can take account of the ideas of others</p> <p>Can show sensitivity to others' needs and feelings</p> <p>Can resolve conflict and able to compromise</p> <p>Take responsibility for their own actions</p>

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Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Further develop the skills needed to manage the school day successfully: lining up, queuing, lunchtimes, personal hygiene Develop small motor skills to be able to use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons Vertical lines	Develop small motor skills to be able to use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons Horizontal and Circular lines	Continue to develop small motor skills to be able to use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons Zig-Zag and Vertical Cross lines	Continue to develop small motor skills to be able to use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons Development of weaving, threading and cutting skills Hold pencil effectively and comfortably, forming clear ascenders and descenders Squares	Develop the foundations of a handwriting style Continue to develop small motor skills to be able to use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons Zig-Zag and Diagonal Crossed lines	Develop the foundations of a handwriting style Continue to develop small motor skills to be able to use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons Triangles
Gross motor	Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions, and other physical disciplines such as gymnastics, dance and swimming	Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions, and other physical disciplines such as gymnastics, dance and swimming Revise and refine fundamental movement skills: rolling, crawling, walking, running, jumping, skipping, hopping, climbing	Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions, and other physical disciplines such as gymnastics, dance and swimming Further develop and refine a range of ball skills: throwing, catching, kicking, passing, batting, aiming Develop confidence, competence, precision and accuracy	Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions, and other physical disciplines such as gymnastics, dance and swimming Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sleep	Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions, and other physical disciplines such as gymnastics, dance and swimming Combine different movements with ease and fluency	Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group

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Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Comprehension - Developing a passion for reading Children will visit the library weekly	<p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs, and poems.</p> <p>Join in with repeated refrains and key phrases.</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p>	<p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>

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Word Reading	<p>Phonic Sounds: Level 1 and 2. Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Phonic Sounds: Level 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (I, the, into, no, go).</p> <p>Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme.</p>	<p>Phonic Sounds: Level 2 and 3 Consolidate Level 2 skills. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, into, no, go, I. Blend and segment known sounds for reading and spelling VC, CVC, CVCC Begin Level 3 skills: Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu. Know the 4 consonant digraphs – sh, th, ch, ng</p> <p>Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme.</p>	<p>Phonic Sounds: Level 2 and 3 Consolidate Level 2 skills. Begin Level 3 skills – Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu. Know the 4 consonant digraphs – sh, th, ch, ng. Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> <p>Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Phonic Sounds: Level 4 Consolidate Level 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Phonic Sounds: Level 4 Consolidate Level 2 and 3 skills. Read CVCC words. Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, including digraphs and trigraphs.</p> <p>Reading: Read some tricky words from Phase 4 e.g., said, like, have, so. Re-read what they have written to check that it makes sense.</p>

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Writing	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Begin to write a simple sentence/caption may include a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Colourful me!	Terrific Tales!	Amazing animals!	Come Outside!	Ticket to ride!	Fun at the Seaside!
Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment.</p>	<p>Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately Calendar and time Days of the week, seasons •Sequence daily events</p>	<p>Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p>Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving Doubling and halving & the relationship between them</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Colourful me!	Terrific Tales!	Amazing animals!	Come Outside!	Ticket to ride!	Fun at the seaside!
Understanding the world RE	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. 	<ul style="list-style-type: none"> Use Handa's Surprise to explore a different country. Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Colourful me!	Terrific Tales!	Amazing animals!	Come Outside!	Ticket to ride!	Fun at the seaside!
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas</p> <p>Jackson Pollock</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>The Nativity</p> <p>Yayoi Kusama</p> <p>Piet Mondrian</p> <p>Kandinsky</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Yves Klien</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Provide a wide range of props for play which encourage imagination.</p> <p>Andy Goldsworthy</p> <p>Eric Carle</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Van Gogh</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Henri Matisse</p>

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Early Learning Goals – for the end of the year

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>