

## Reception Long Term Plan 'Cycle B'

	KNOCK KNOCK		FIRE AND ICE		WILD AND WONDERFUL	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b> <b>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</b>	Starting school / my new class / New Beginnings Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Gingerbread Man The Nativity Castles Knights Prince/ Princesses Christmas Lists Letters to Father Christmas Fun Science / Materials	Cold places Winter / Changing environment Colder / darker nights Animals that live in cold places / hibernation Penguins Friendships Differences	Superheroes/ People who help us / Florence Nightingale / Careers / Great fire of London Dragons	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials
<b>Possible Texts and 'old favourites'</b>	Owl Babies The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones Pete the Cat In my heart First Day at Bug School There's Only One You Marvelous me	The Jolly Postman Goldilocks Gingerbread Man Farmer Duck Little Red Riding Hood – and different versions of the story Christmas Story / Nativity Rama and Sita	Lost and found Penguin One snowy night The bear's Winter House Tiger in the Snow Elmer in the Snow Seasons Stick Man The Great Explorer	Zog The Tale of Custard the Dragon My Little Pet Dragon The Paper bag Princess There is no Dragon in this story Don't Say no to Flo Day in the Life of a Firefighter Supertato	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond Slow Down	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons

<p><b>'Wow' moments /</b></p>	<p>Harvest Time Birthdays Favourite Songs Roald Dahl Day Rainbow theatre</p>	<p>Remembrance Day Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Queen's Birthday Children in Need Anti- Bullying Week Arundel Castle</p>	<p>Burns night New Year Epiphany Chinese New Year Rosa Parks Day World Book Day Planting seeds Mother's Day</p>	<p>Nurse visit Visit to the fire station Ash Wednesday Shrove Tuesday Maundy Thursday Easter</p>	<p>Visit Woodsmill Walk to the park / Picnic Weather Forecast videos</p>	<p>Weather experiments Nature Scavenger Hunt Vincent Van Gogh Study Watch caterpillars turn into butterflies</p>
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**Characteristics of Effective Learning**



**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

**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.

**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.

**Over Arching Principles**

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**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.

**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.

**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 do.

**PLAY:** *At St John the Baptist Primary School, 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.*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

MY HAPPY MIND	Welcome to my happy mind	Meet your brain	Celebrate	Appreciate	Relate	Engage
<b>Assessment opportunities</b>	In-house - Baseline data on entry National Baseline data by end of term Speech and language Intervention groups	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening EYFS team meetings In house moderation Evoke Data	GLD Projections Locality Moderation EYFS team meetings	Pupil progress meetings Parents evening EYFS team meetings Evoke Data drop	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening EYFS team meetings Evoke final data drop
<b>Parental Involvement</b>	Staggered Start Harvest Assembly Phonics workshop Six Weeks in Meeting Welcome to Tapestry	Nativity Maths workshop Parents Evening	Writing workshop	Parents Evening Art workshop / Gallery	Maths Morning – Look how far we have come!	Parents Evening
<b>Communication and Language</b> Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> <p><b>Signing:</b> the children at St John the Baptist Primary School enjoy learning to sign new words, learning words by signing, acting, saying the words in different ways, making up rhymes about words etc. help children develop their vocabulary</p>					

<p>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, signing, EYFS productions, assemblies and weekly interventions.</p> <p><b>Daily story time</b></p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b> Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b> Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b> Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>.</p> <p>Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					

<b>Managing Self Self - Regulation</b>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give 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> <ul style="list-style-type: none"> <li>• Controlling own feelings and behaviours</li> <li>• Applying personalised strategies to return to a state of calm <ul style="list-style-type: none"> <li>• Being able to curb impulsive behaviours <ul style="list-style-type: none"> <li>• Being able to concentrate on a task</li> <li>• Being able to ignore distractions</li> </ul> </li> <li>• Behaving in ways that are pro-social <ul style="list-style-type: none"> <li>• Planning <ul style="list-style-type: none"> <li>• Thinking before acting</li> <li>• Delaying gratification</li> </ul> </li> </ul> </li> <li>• Persisting in the face of difficulty.</li> </ul> </li> </ul>			<p>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p>		

<p><b>Physical development</b></p>	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
<p>Fine motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. <b>Daily opportunities for Fine Motor Activities</b></p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control <i>Encourage children to draw freely</i> Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip  Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Gross motor</p>	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children</p>	<p>Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing</p>

<p><b>Weekly Yoga Lesson</b></p>	<p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance</p>	<p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>and listening, without feeling pressured to join in. Gymnastics ./ Balance</p>
<p>From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>						
<p><b>Literacy</b></p>	<p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p><b>Comprehension - Developing a passion for reading</b></p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print.</p>	<p>Retell familiar stories / acting out events in drama/ role play Christmas Sequence stories – use vocabulary of</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their</p>	<p>Information leaflets about animals in the garden/plants and growing.</p>	<p>Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately</p>

<p style="text-align: center;"><b>Word Reading</b></p>	<p>Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books Make the books available for children to share at school and at home. World Book Day</p>	<p>necessary, a few exception words. Read a few common exception words  Avoid asking children to read books at home they cannot yet read</p>	<p>understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events</p>	<p>Timeline of how plants grow.  Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories.</p>
<p style="text-align: center;"><b>Following Song of Sounds</b></p>	<p>Baseline assessment Wk 1 - intro to sound talk</p>	<p>Wk 2 - s,a,t,p, Week 3 - i,n,m,d g,o,c,k, ck,e,u,r h,b,f,ff,l,ll assessment week 1</p>	<p>j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ay, ee, igh, ow, assessment week 2</p>	<p>Tricky words: l, the, he, she, me, we, be, oo, oo, ar, or, er, ou, oy, air Assessment week 3 revision following assessment week</p>	<p>Tricky words: go, no, to, was, saw, CVC words CCVCC, CCCVC and CCCVCC words Syllables Tricky words: my, you, they, are, all</p>	<p>Phoneme revision, reading and writing green cards, reading and writing sentences Letters names Phoneme revision, reading and writing green cards, reading and writing sentences, Letter names Assessment week 4</p>

<p style="text-align: center;"><b>Writing</b></p> <p>Texts may change due to children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Texts as a Stimulus: Books linked to 'all about me' Nursery Rhymes</p> <p>Label characters</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: Goldilocks and the Three Bears</p> <p>Sequence the story Speech bubbles Little Red Riding Hood</p> <p>Create a wanted poster to catch the Wolf</p> <p>Draw and label a picture from favourite stories</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p>Texts as a Stimulus: Lost and found</p> <p>Making up stories with themselves as the main character – Using Tales Toolkit strategy.</p> <p>Encourage children to record stories through picture drawing/mark making</p> <p>CVC words / simple sentence</p> <p>Writing some of the tricky words such as I, no, go, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a storyboard.</p>	<p>Texts as a Stimulus: Zog – draw and label pictures of dragons</p> <p>Characteristics of dragons – linked to my happy mind</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Chameleons are cool The cautious chameleon Arghhhh spider! Spinderella</p> <p>Create a fact file about a spider/ insect/ minibeast</p> <p>Write questions</p> <p>Draw and label pictures</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p>	<p>Texts as a Stimulus: Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar The Woolly Caterpillar - Describe foods / adjectives</p> <p>Writing information</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Write four sentences – character, setting, problem and solution</p>
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<p><b>Maths</b>  <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i>  - Shakuntala Devi</p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>‘have a go’</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes</p>		
	<p><b>Getting to know you (3 weeks)</b>  Opportunities for settling in, introducing the areas of provision and getting to know the children  Key times of day, class routines.  Exploring the continuous provision inside and out. Where do things belong?  Positional language</p> <p><b>Just Like Me! (3 weeks)</b>  Counting rhymes and songs  Match and sort  Compare amounts  Compare size, mass and capacity  Exploring pattern</p> <p><b>It’s Me 123! (3 weeks)</b>  Representing 1, 2 and 3  Comparing 1, 2 and 3  Composition of 1,2 and 3  Circles and Triangles</p> <p><b>Light and Dark (3 weeks)</b>  Representing numbers to 5  One more and less  Shapes with 4 sides  Time</p>	<p><b>Alive in 5! (3 weeks)</b>  Introducing Zero  Comparing Numbers to 5  Composition of 4 and 5  Compare mass (2)  Compare capacity (2)</p> <p><b>Growing 6,7, 8 (3 weeks)</b>  6, 7 and 8  Making Pairs  Combining 2 Groups  Length and height  Time</p> <p><b>Building 9 and 10 (3 weeks)</b>  9 and 10  Comparing Numbers to 10  Bonds to 10  3D shapes  Pattern (2)</p>	<p><b>To 20 and Beyond (3 weeks)</b>  Buildings numbers to 10  Counting patterns  Beyond 10  Spatial Reasoning (1)  Match, Rotate, Manipulate</p> <p><b>First Then Now (3 weeks)</b>  Adding More  Taking Away  Spatial Reasoning (2)  Compose and Decompose</p> <p><b>Find my Pattern (3 weeks)</b>  Doubling  Sharing and Grouping  Even and Odd  Spatial Reasoning (3)  Visualise and Build</p> <p><b>On the Move (3 weeks)</b>  Deepening Understanding  Pattern and Relationships  Spatial Reasoning (4)  Mapping</p>

<p><b>Understanding the world</b></p>	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>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.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Listen out for and make note of children's</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>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.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm.</li> <li>Explore a range of jungle animals. Learn their names and label their body parts.</li> <li>Nocturnal Animals Making sense of different environments and habitats</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what</li> </ul>	<ul style="list-style-type: none"> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Change in living things – Changes in the leaves, weather, seasons,</li> <li>Building a 'Bug Hotel'</li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Explore the world around us and see how it changes as we enter summer. Provide opportunities for children to note and record the weather.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Listen to children describing and commenting on things they have seen whilst</li> </ul>	<ul style="list-style-type: none"> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>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.</li> </ul>
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	<p>discussion between themselves regarding their experience of past birthday celebrations.</p> <ul style="list-style-type: none"> <li>• Can children talk about their homes and what there is to do near their homes?</li> </ul>	<p>these characters from real people in their lives.</p>	<p>children say about what they see</p>	<ul style="list-style-type: none"> <li>• Use the BeeBots</li> <li>• Long ago – How time has changed. Using cameras.</li> </ul>	<p>outside, including plants and animals.</p> <ul style="list-style-type: none"> <li>• After close observation, draw pictures of the natural world, including animals and plants</li> </ul>	
<p><b>RE / Festivals</b></p> <p><b>Understanding Christianity</b></p>	<p><b>Which stories are special and why?</b></p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p><b>Which people are special and why?</b></p> <p>Diwali Hannukah Christmas</p>	<p><b>What places are special and why?</b></p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p><b>What times are special and why?</b></p> <p>Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p><b>Being special: where do we belong?</b></p> <p>Eid Shavuot</p>	<p><b>What is special about our world?</b></p> <p>Summer Solstice</p>

<p><b>Expressive Arts and Design</b></p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. 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. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Picasso, Van Gogh</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, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags</p>	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Mother’s Day crafts Easter crafts Home Musical instruments out for children to use to create their own songs and rhythms</p>	<p>Make different textures; make patterns using different colours</p> <p>Artwork themed around dragons Carle / Provide a wide range of props for play, which encourage imagination.</p>	<p>Rousseau’s Tiger</p> <p>Designing homes for hibernating animals.</p> <p>Learn a traditional African song and dance and perform it</p> <p>Encourage children to create their own music.</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Father’s Day Crafts.</p>	<p>Puppet shows</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Van Gogh sunflowers, Hundertwasser flowers</p>

**Early Learning Goals - for the end of the year - Holistic / best fit Judgement!**

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World
<p><b>ELG: Listening, Attention and Understanding</b> 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give 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><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the</p>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> 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.</p>	<p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that</p>	<p><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers</p>	<p><b>ELG: Past and Present</b> 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. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between</p>

<p>poems when appropriate. 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>toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>		<p>are consistent with their phonic knowledge, including some common exception words. <b>ELG: Writing</b> 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.</p>	<p>up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <b>ELG: The Natural World</b> 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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