



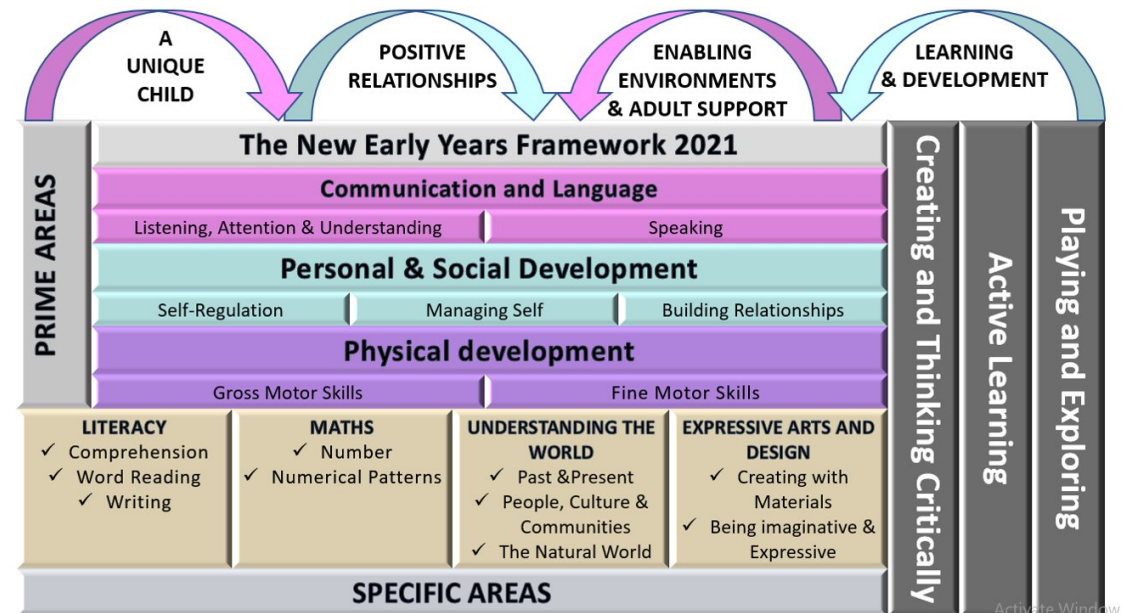
Trull Primary School

Reception Long Term Plan 22-23

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Trull Primary School, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." **Trull Primary School EYFS Team.**

"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."

Trull Primary School EYFS Team



Trull Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	All About me! Who am I?	Journeys! Are we there yet?	Materials! How is it made? Which material is suitable?	Amazing Animals! Where would you find...?	Plants & minibeasts! How does your garden grow?	Fun at the Seaside! Where in the world shall we go?
	Starting school / my new class / New Beginnings Superheroes People who help us / Careers 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	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present Design your own transport! Who was Neil Armstrong? The Nativity Christmas Lists Letters to Father Christmas	Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	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	Under the sea Off on holiday / clothes Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Possible Texts	Owl Babies Once there were Giants The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families What makes me, Me? Super Duper You Coming to England (Black History Month)	Stickman Christmas Story / Nativity The Snail and the Whale The Way back Home Mr. Gumpy's Outing We're going on a Bear Hunt Rama and Sita Beegu The Smartest giant in town	The Three Little Pigs The Three Billy Goats Gruff Goldilocks and the Three Bears	Oi! Dog Oi! Cat The Enormous Crocodile Rainbow Fish Monkey Puzzle	Jack and the Beanstalk The Tiny Seed Oliver's Vegetables Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons The bad tempered lady bird Norman the slug	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler
'Wow' moments / Enrichment Activities	Autumn Trail Remembrance Day Harvest Time Favourite Songs What do I want to be when I grow up? Birthdays Black History Month	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Remembrance day Road Safety Children in Need Birthdays Welly Walks Different vehicle visits	Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day Birthdays	Zoo lab? School Trip? Welly walks Easter time Mother's Day Eater Egg Hunt Comic Relief/Sports Relief Birthdays	Planting seeds Food tasting – different cultures Start of Ramadan Eid D-Day Weather experiments Weather Forecast videos Nature Scavenger Hunt Birthdays	Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting End of year party– Cream at the park Birthdays

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
Overarching Principles	<p><u>Characteristics of Effective Learning</u></p> <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: At Trull Primary School 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.’. EYFS Team</i></p>					
	<p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts !	Fun at the seaside!
I have come that they may have life, and have it to the full” John 10:10						
Trull School Values <small>Assemblies / Sharing Circles</small>	Kindness		Respect		Forgiveness	
	Honesty	Responsibility	Reverence	Resilience	Humility	Compassion
Trull School Vision	<u>BE NURTURED</u> We aim to nurture among everyone a real sense of purpose of who we are in the world, an appreciation of their own and of other cultures and beliefs and to know how special and unique they are in the eyes of God.		<u>BE RESILIENT</u> We want the children to leave school as well rounded, caring, confident individuals and critical- thinkers who have the skills, aspiration and resilience to be lifelong learners.	<u>BE CHALLENGED</u> We aim to provide a safe environment in which every child has the opportunity to develop and enjoy his or her maximum potential . We strive for excellence not only in academic work, but also in creative, practical, sporting and social activities, so as to promote physical, mental and emotionally healthy lifestyles .	<u>BE INVOLVED</u> We strive to be at the centre of the local community with positive and effective links to wider and global communities providing equal opportunities for all. We believe Education is the most powerful gift, ours to give.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing animals!	Plants & minibeasts!	Fun at the seaside!
Communication and Language <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>	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, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions Daily story time	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Use TWS lenses to talk webs of attachment. 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?"	Can you rhyme? Rhyming and alliteration Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts + collections 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.	Tell me why! 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.	Talk it through! Tell me a story! 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 Use TWS lenses to tell a story	What happened? Settling in activities 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 Use TWS lenses to talk their writing	<u>Time to share!</u> 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.

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General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
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 .					
SCARF Safety Caring Achievement Resilience Friendship Managing Self Self - Regulation Link to Behaviour for Learning	S.C.A.R.F Me and my Relationships <ul style="list-style-type: none"> All about me What makes me special? Me and my special people Who can help me? My feelings 	S.C.A.R.F Valuing Difference <ul style="list-style-type: none"> I'm special, you're special Same and different families and homes Kind and Caring Road, Fire and Firework Safety 	S.C.A.R.F Keeping Myself Safe <ul style="list-style-type: none"> What is safe to go onto my body? What is safe to go in my body? Staying safe indoors and outdoors. Listening to my feelings. Staying safe online. People who help to keep us safe. 	S.C.A.R.F Rights and Responsibilities <ul style="list-style-type: none"> Looking after my special people. Looking after my friends. Being helpful and caring for our classroom. Caring for our world. Looking after money. 	S.C.A.R.F Being My Best <ul style="list-style-type: none"> Bouncing back when things go wrong. Yes I can. Mental Wellbeing Healthy Eating Move Your Body A Good Night's Sleep 	S.C.A.R.F Growing & Changing <ul style="list-style-type: none"> Seasons Life Stages – Plants, Animals, Humans. Where do babies come from? Getting Bigger. Me & My Body – Boys and Girls.
	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. <ul style="list-style-type: none"> Controlling own feelings and behaviours Applying personalised strategies to return to a state of calm Being able to curb impulsive behaviours Being able to concentrate on a task Being able to ignore distractions Behaving in ways that are pro-social Planning Thinking before acting Delaying gratification Persisting in the face of difficulty. 			<p><i>"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.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
<p>Physical development</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.</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Gross motor</p>	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 .					
	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	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.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/	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	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
	Multiskills Quigley	Multiskills Quigley	Dance Quigley	Gymnastics Quigley	Athletics/Games Quigley	Athletics/Games Quigley
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources 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	Races / team games involving gross motor movements Balance- children moving with confidence dance related activities Dance / moving to music	Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Gymnastics / Balance Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	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.. Throwing, jumping, running	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.. Throwing, jumping, running
	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.. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. 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.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
Literacy Comprehension Developing a passion and love for reading	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)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. 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. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of 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	Making up stories with themselves as the main character – Using The Write Stuff. Encourage children to use vocabulary linked to the lenses. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. – Using The Write Stuff. Encourage children to use vocabulary linked to the lenses. 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	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. – Using The Write Stuff. Encourage children to use vocabulary linked to the lenses. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & 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. – Using The Write Stuff. Encourage children to use vocabulary linked to the lenses.
	Phase 2 Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phase 2/3 Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	Phase 3 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ow oi ear air ure er Reading and spelling words containing digraphs and trigraphs Provide opportunities for children to read words containing familiar letter groups: ‘town’, ‘coin’, ‘year’, ‘hair’, ‘pure’, ‘mixer’.	Phase 3 Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Revisit Phase 3 work: ai ee igh oa oo oo ar or ur ow oi ear air ure er	Phase 4 Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phase 4 Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

Phonics and Reading
 We follow
 Unlocking Letters and Sounds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
<p>Writing</p> <p>Jane Considine's 'the write stuff' is used as stimulus across the school</p> <p>Texts try to be linked to the children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Activities to support fine motor skills, helping strength muscles in hands and fingers take place daily.</p>	<p>Texts as a Stimulus: Nursery Rhymes</p> <p>The Write Stuff Unit The Fantastic Lenses Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds Use initial sounds to Silly soup. Names Labels. Post Box, Captions Lists Diagrams Messages – Create a Message centre – posting in the Postbox</p>	<p>Texts as a Stimulus:</p> <p>The Write Stuff Unit The Fantastic Lenses Name writing, labelling using initial sounds, Retelling stories in writing area, instructions Help children identify the sound that is tricky to spell. Post Box Write a sentence</p>	<p>Texts as a Stimulus:</p> <p>The Write Stuff Unit Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Post Box</p>	<p>Texts as a Stimulus:</p> <p>The Write Stuff Unit Order the Easter story. Character descriptions. Write 2 sentences Post Box</p>	<p>Texts as a Stimulus:</p> <p>The Write Stuff Unit 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. Post Box</p>	<p>Texts as a Stimulus:</p> <p>The Write Stuff Unit Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Write three sentences</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Seaside
Maths <i>We follow White Rose Maths and NECEM/ Axis resources</i> 20 min Daily whole class maths	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.					
	Early Mathematical Experiences Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •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 5 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	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	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when twosets are equal or unequal and connect twoequal groups to doubles. They will begin to connect quantities to numerals. 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	Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 10 Count up to 10 objects •Represent, order and explore numbers to 10 •One more or fewer Doubling and halving Doubling and halving & the relationship between them	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 10 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	Depth of numbers within 10 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards One more one less •Estimate and count •Grouping and sharing

Understanding the world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
Science	<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>To ensure there is clear progression from EYFS into Year One. We have tried to loosely link our Understanding of the world to each subject area where possible.</p>					
	<ul style="list-style-type: none"> - Labeling/naming parts of the human body (Inside and outside) - Growth Time lines Talk about how we have changed over time. What can we do now that we couldn't do as a baby? - Explore our Senses Talk about the importance of Keeping Healthy 	<ul style="list-style-type: none"> - Seasonal changes - 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 Winter. Provide opportunities for children to note and record the weather. - Look for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> - Thinking about suitable materials for a purpose. - Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. - 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. - Materials: Floating / Sinking – boat building Metallic / non-metallic objects 	<ul style="list-style-type: none"> - Animals Groups - Habitats - Animal babies - What do animals need to survive? - Animal Life cycles - 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 - What can we do here to take care of animals in the jungle? - Compare animals groups - Learn animal names and label their body parts. - Nocturnal Animals Making sense of different environments and habitats 	<ul style="list-style-type: none"> - Forest School - Growing - Plants and flowers - Grouping Mini beasts - Did you know facts about insects -Habitats/ bug hotels 	<ul style="list-style-type: none"> - Seasonal changes - Materials: Floating / Sinking – boat building Metallic / non-metallic objects - At the seaside - Past and present - Transport old and new

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
History/ Geography	<p>Navigating around our classroom and outdoor areas.</p> <ul style="list-style-type: none"> - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - 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. - Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are 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. - Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. - As a part of Black history month read Coming to England by Floerrea Benjamin 	<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 children to different occupations and how they use transport to help them in their jobs. - Long ago – How time has changed. Using cameras. - Use of technology then and now - 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. 	<ul style="list-style-type: none"> - 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. Environments - Can children differentiate between land and water. - Make collection of different materials 	<ul style="list-style-type: none"> - Listening to stories and placing events in chronological order. - Where do different animals live around the world. - Food chains - Naming baby animals 	<ul style="list-style-type: none"> - Use Handa's Surprise to explore a different country. - Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? - 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. 	<ul style="list-style-type: none"> - Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. - Share non-fiction texts that offer an insight into contrasting environments - Seasides long ago – Magic Grandad - At the seaside <ul style="list-style-type: none"> Past and present - Transport old and new
Outdoor Education (Forest School)	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.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
Computing	Health Well-being and lifestyle Key Questions: Can I identify rules that help? Which rules are fair?	Online Bullying Can I describe ways some people can be unkind online? How could being unkind to someone online make them feel?	Online Relationships - I recognizes some ways in which being on the internet can be used to communicate - I can give examples of how I might use technology to communicate with people I know	Online Reputation - I know different ways I can put information online	Managing online information - I can talk about how to use the internet as a way of finding information - I can identify devices I could use to access information on the internet. Self image and Identity - I can recognise online, or offline I can say 'no' 'Please stop' 'I'll tell' 'I'll ask' to somebody who makes them feel sad, upset, uncomfortable or embarrassed.	Copyright and Ownership - I know that work I create belongs to me - I can name my work so others know it belongs to be
RE / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding Christianity Unit F1: God/Creation Why is the word God so important to Christians?	Understanding Christianity F2 Incarnation Why do Christians perform a Nativity? Diwali Christmas Talk about Christmas and our own personal experiences/routines and customs.	AMV Who are we? Understanding Christianity Ash Wednesday / Shrove Tuesday St David's Day	Understanding Christianity UNIT F3 Salvation Why do Christians put a cross in an Easter garden? Palm Sunday Passover Easter	AMV Unit: 3 Why are some stories special?	What is special about our world? AMV Unit 7 Why are some places special?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Journeys!	Materials!	Amazing Animals!	Plants & minibeasts!	Fun at the seaside!
Expressive Arts and Design <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> <i>Children to evaluate and 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>	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.					
	Join in with songs, 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. Exploring sounds and how they can be changed, tapping out of simple rhythms. Self-portraits, Drawing - opportunities for the children to show their current skills. New Sketchbooks will be introduced. The children will be encouraged to make marks, explore patterns and shapes and draw in large and small scale. We will also be appreciating the art of well known artists. Provide opportunities to work together to develop and realise creative ideas.	Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems Role Play Party's and Celebrations Role Play of The Nativity Colour focus Our new Sketchbooks will be used to record our explorations. We will be making lighter and darker tones and mixing colour. We will talk about colour and use different tools to apply colour. We will also be appreciating the art of well known artists. Matisse.	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Chinese music and composition. Shadow Puppets. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Printing- Sketchbooks will be used to record our explorations and continue our drawing skills. We will make Monoprints, print with objects and create a printing block by pushing objects into clay. We will also be appreciating the art of well-known artists	Make different textures; make patterns using different colours Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Collage-farm animals / Mother's Day crafts Easter crafts Artwork themed around Eric Carle / The Seasons 3D focus -We will use construction kits to ignite creativity in building structures and work with found and collected objects to create creatures using a variety of joining methods.	Life cycles, Flowers- Sun flowers Encourage children to create their own music. Retelling familiar stories. Drawing - A continuation of our drawing experience, using skills to draw objects that are in front of us. We will strengthen our ability to 'look' at things in detail. We will also continue appreciating some famous works of art from different artists.	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Salt dough fossils Puppet shows: Provide a wide range of props for play which encourage imagination. Free Art - Art sessions will have an element of free choice this term to encourage the children's awareness of their own creativity. There will be drawing and colour experiences nurturing their creativity skills. We will also be appreciating the art of local artists.

Music Charanga Children are also given opportunities to explore and play musical instruments during their continuous provision	Music: Daily nursery rhymes and counting songs. Charanga: Me!	Music: Daily nursery rhymes and counting songs. Nativity Performance Charanga: My Stories			Music: Charanga/ Big Bear Funk	Music: Charanga/ Reflect, Rewind and Replay
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Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language	Personal, social development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>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-</p>	<p>ELG: Self-Regulation</p> <p>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</p> <p>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>ELG: Gross Motor Skills</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>ELG: Number</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>ELG: Creating with Materials</p> <p>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</p> <p>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>

<p>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>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</p> <p>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>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>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</p> <p>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>	
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