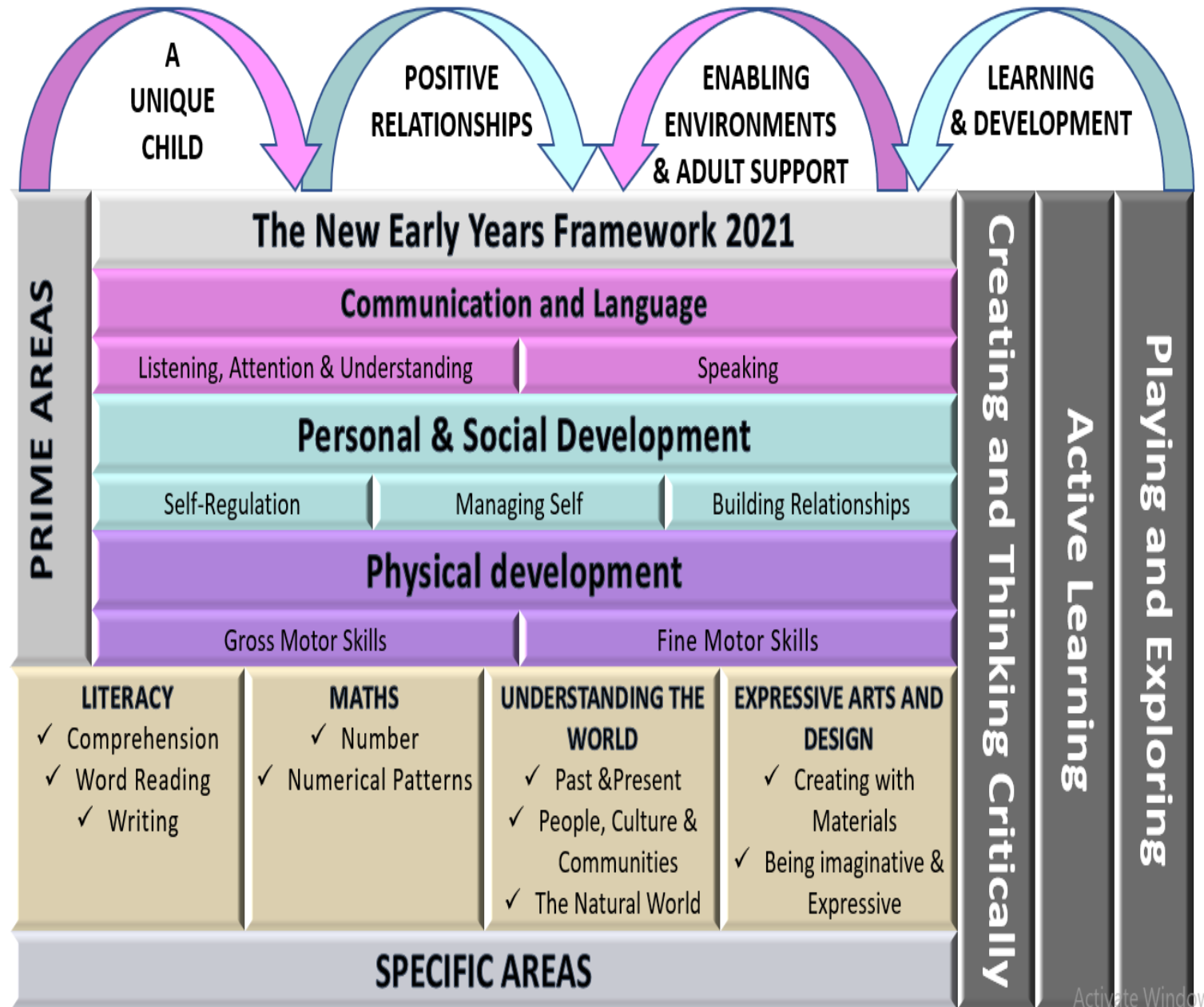

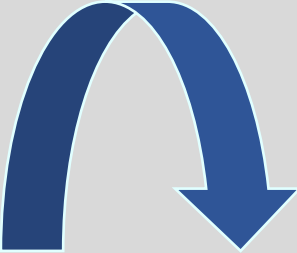




# Reception Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><b>NB: These themes may be adapted at various points to allow for children's interests</b></p>	<p><b>Traditional Tales</b> Starting school / my new class New Beginnings My family / PSED focus How do I make others feel? Being kind / staying safe Traditional Tales Old favourites Familiar tales Changing seasons Autumn colours</p>	<p><b>Changing Seasons</b> Weather Night and day Nocturnal animals Hibernation Darkness and Light Stars and space Jackson Pollock Transient Art Advent/Christmas Cold countries Jackson Pollock</p>	<p><b>Superheroes</b> People Who Help Us Superheroes Dental Hygiene Being Healthy The Emergency Services Freezing/Melting Changing states Winter Wonderland</p>	<p><b>New Life &amp; Easter</b> Plants &amp; Flowers Weather / seasons The great outdoors Planting seeds Reduce, Reuse &amp; Recycle Fun Science / Materials</p>	<p><b>Minibeasts</b> Life cycles Growing Mini Beasts Happy Habitats Henri Matisse – The Snail Sun Safety</p>	<p><b>Journeys/holidays</b> Under the sea Off on holiday / clothes Where in the world shall we go? Transport Where do we live in the UK / world? Passports Flags Writing postcards Seasides in the past Compare: Now and then Transient Art</p>
<p><b>High Quality Texts</b></p>	<p>Goldilocks and the 3 Bears Jack and The Beanstalk The 3 Little Pigs The Gingerbread Man Red Riding Hood 3 Billy Goat's Gruff Pumpkin Soup Jasper's Beanstalk Beware The Bears Autumn Non Fiction books</p>	<p>Funny Bones Room On The Broom Winnie The Witch The Gruffalo Gruffalo's Child Stickman A Stroll Through the Seasons Bear Snores On We're Going On A Bear Hunt Whatever Next</p>	<p>Supertato Superworm Superkid Fairy Tales Super Daisy</p> <p>Non fiction books – at the dentist, hospital, police station etc Freezing/ Melting Winter no fiction books</p>	<p>The Tiny Seed Oliver's Vegetables Daisy's Sunflower One Plastic Bag Jasper's Beanstalk We're Going on An Easter Egg Hunt Non fiction books about Spring and growth</p>	<p>The Very Hungry Caterpillar Aaargh Spider The Bad Tempered Ladybird What the Ladybird Heard Non fiction books about life cycles and minibeasts</p>	<p>Sharing A Shell Under the Sea Non – Fiction The Rainbow Fish The Journey We All Went On A Safari The Snail and The Whale Mr Gumpy's Outing World Atlases Tiddler The Naughty Bus The Singing Mermaid</p>
<p><b>'Wow' moments / Enrichment</b></p>	<p>Autumn Trail Harvest Time Birthdays Favourite Songs and Rhymes</p>	<p>Guy Fawkes / Bonfire Night All Hallow's Eve Remembrance Day Children In Need Christmas / Nativity Diwali Hannukah Black History Month Remembrance Day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week</p>	<p>Chinese New Year World Book Day Valentine's Day Internet Safety Day</p>	<p>Walk to the park / Picnic Planting seeds Easter time Mother's Day Science Week Easter Egg Hunt</p>	<p>Visit to Haigh Hall Den building exploring for minibeasts Bug Hunts around the school grounds and locality</p>	<p>Visit to the beach Under the Sea – singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day Pirate Day Map work - Find the Treasure Food tasting – different cultures Transition</p>

Reception Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Traditional Tales	Changing Seasons	Superheroes	New Life & Easter	Minibeasts	Journeys & Holidays
    <b>Over Arching Principles</b>	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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 style="text-align: center;"><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; 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><b>Enabling environments:</b> 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><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our EYFS setting has an underlying ethos of ‘Learning through play.’ PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</i></p> <p style="text-align: center;"><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>						

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<p><b>Shine Principles</b></p> <p><b>S</b> – Stimulating enquiring minds by providing rich and relevant experiences</p> <p><b>H</b> – high expectations delivered through quality first teaching, rich vocabulary and skills so children know more and remember more</p> <p><b>I</b> – Inclusivity and flexibility to cater for individual needs and abilities</p> <p><b>N</b> - Nurturing lifelong behaviours – resilience, independence and pride in success</p> <p><b>E</b>-Encompassing the whole child – developing faith, values, spirituality, health and well-being and understanding of the world where tolerance is promoted</p>	<p>We strive to provide a curriculum to allow all our children to SHINE brightly before all others and God both now and into their journey to future learning.</p> <p><b>Our Christian Values are:</b> Friendship, Thankfulness, Honesty, Compassion, Justice, Wisdom, Trust, Peace, Humility, Forgiveness, Reverence, Hope</p> <ul style="list-style-type: none"> <li><b>Our drivers are:</b></li> <li>Developing a rich vocabulary so that children are able to answer questions confidently and communicate ideas with others.</li> <li>Ensuring that pupils can retain key knowledge so that they know more and remember more.</li> <li>Broadening horizons by allowing children to grow their awareness of the world.</li> <li>Fostering a sense of community by developing knowledge of their school family and of their locality.</li> <li>Providing nurture with high quality academic and pastoral support for our most vulnerable pupils.</li> <li>To provide a flexible curriculum which responds to issues affecting children e.g. online safety.</li> </ul>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Traditional Tales	Changing Seasons	Superheroes	New Life & Easter	Minibeasts	Journeys & Holidays
<p><b>British Values Sharing Circles</b></p> <p>These will mirror the principles and values of our school &amp; our SHINE curriculum.</p>	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<b>Assessment opportunities</b>	<p>NFER and informal Baseline data on entry Phonics assessments Set up Tapestry RWI groups Pupil progress meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation RWI assessments</p>	<p>Pupil progress meetings Trust moderation EYFS team meetings Phase meeting and internal moderations RWI assessments</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation RWI assessments</p>	<p>Trust moderation EYFS team meetings Pupil progress meetings RWI assessments</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings Progress Data EOY data shared with Y1 and sent to DfE</p>
<b>Parental Involvement</b>	<p>Staggered Start Home visits Open Evening Meet the Teacher Home / School Agreement Phonics workshop Home School Link Tapestry</p>	<p>Home School Links Tapestry Nativity Parents Evening Book at Bedtime</p>	<p>Home School Links Tapestry Mother's Day Celebration</p>	<p>Home School Link Parents Evening Share a story</p>	<p>Home School Links Tapestry Picnic with parents</p>	<p>Home School Links Tapestry Parents Meeting Transition meetings Open Evening Stay and Stay Sessions</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Traditional Tales	Changing Seasons	Superheroes	New life & Easter	Minibeasts	Journeys & Holidays
<p><b>Communication and Language</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<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>Whole EYFS Focus – Communication &amp; Language is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, Tales ToolKit, stories, singing, speech and language interventions, worship and celebrations</p> <p>Daily story time using high quality texts (from the EYFS High Quality Texts)</p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Words to Bump It Tales Toolkit Rhyming and alliteration Familiar Print Sharing news Colour Monsters stories Worry Monsters All about me Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Develop vocabulary Word Hierarchy Discovering Passions Tell me a story - retelling stories Tales Toolkit Story language 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>Using language well Ask’s how and why questions... Tales ToolKit Retell a story with story language 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. Ditties - RWI</p>	<p>Tales Toolkit Developing language relating to past and present Understand how to listen carefully and why listening is important. Develop vocabulary relating to themes and topics Sustained focus when listening to a story 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>Describe events in detail Tales Toolkit Developing language relating to past and present Understand how to listen carefully and why listening is important. Develop vocabulary relating to themes and topics Sustained focus when listening to a story</p>	<p>Show and tell Weekend news 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>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Traditional Tales	Changing Seasons	Superheroes	New life & Easter	Minibeasts	Journeys & Holidays
Personal, Social and Emotional Development	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> . 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> .					
	<b>Jigsaw – Being Me in My World</b> Self identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	<b>Jigsaw – Celebrating Difference</b> Identifying talents Being Special Families Where we live Making friends Standing up for yourself	<b>Jigsaw – Dreams and Goals</b> Challenge Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<b>Jigsaw – Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<b>Jigsaw – Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<b>Jigsaw – Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Jigsaw</b>  <b>Managing Self</b>  <b>Self - Regulation</b>	<ul style="list-style-type: none"> <li>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers               <ul style="list-style-type: none"> <li>Is sensitive to others’ messages of appreciation or criticism</li> <li>Enjoys a sense of belonging through being involved in daily tasks</li> </ul> </li> <li>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> <li>Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination               <ul style="list-style-type: none"> <li>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> </ul> </li> <li>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>Has a clear idea about what they want to do in their play and how they want to go about it               <ul style="list-style-type: none"> <li>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares</li> <li>Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants</li> <li>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings               <ul style="list-style-type: none"> <li>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> <li>Understands their own and other people’s feelings, offering empathy and comfort</li> <li>Talks about their own and others’ feelings and behaviour and its consequences</li> <li>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> </ul> </li> <li>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>Seeks support, “emotional refuelling” and practical help in new or challenging situations.               <ul style="list-style-type: none"> <li>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> </ul> </li> <li>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul>		

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<b>Physical development</b>	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> .					
<b>Fine Motor</b> Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Threading, cutting, weaving, playdough Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely.			Pencil Grip Correct letter formation Dough Disco Holding Small Items Button Clothing / fasten zips and shoes/ put on clothing and wellies etc. Cutting with Scissors		
<b>Gross Motor</b>	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 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 Obstacle activities children moving over, under, through and around equipment Dance / moving to music Races / team games involving gross motor movements Gymnastics / Balance					
<b>Daily opportunities for fine and gross Motor Activities</b>	<p style="text-align: center;"><b>From Birth to 5 Matters -</b></p> <ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise <ul style="list-style-type: none"> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> </ul> </li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles <ul style="list-style-type: none"> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object <ul style="list-style-type: none"> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> </ul> </li> </ul> </li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping <ul style="list-style-type: none"> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> </ul> </li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles <ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment <ul style="list-style-type: none"> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> </ul> </li> </ul> </li> </ul>					
	Real PE: PERSONAL <i>Co-ordination: footwork</i> Static balance: one leg	Real PE: SOCIAL Dynamic balance to agility (jumping and landing) Static balance: seated	Real PE: COGNITIVE Dynamic balance on a line. Static balance: stance	Real PE: CREATIVE Co-ordination: ball skills Counterbalance with a partner	Real PE: PHYSICAL Coordination: sending and receiving Agility: reaction response	Real PE: HEALTH & FITNESS Agility: ball chasing Static balance: floor work

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	It is crucial for children to develop a <b>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><b>Literacy</b></p> <p>Comprehension - Developing a passion for reading Children will visit the library weekly</p> <p>Word Reading Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</p>	<p>Join in with rhymes and show an interest in stories with repeated refrains. Have a favourite story/rhyme. Understand key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and top to bottom - names of different parts of a book Sequencing familiar stories through use of pictures and props to tell the story. Daily name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters / lists. Retell stories using images / apps. Tales ToolKit to retell a story – Story Boards. Oral retelling of stories. Range of non-fiction books linked to topics and themes. Features of information books. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words so they can read short words made up of known letter–sound correspondences. Enjoy an increasing range of books</p>	<p>Make up stories with a range of characters – Tales Toolkit Encourage children to record stories through picture drawing/mark making with story boards. 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. RWI books available for children to share at school and at home.</p>	<p>Information books about growth and new life, animals in the garden/plants and growing. Re-read books to build up confidence in word reading, fluency and understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop own narratives and explanations by connecting ideas or events</p>	<p>Non Fiction books about minibeasts and life cycles. Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative. Rhyming words. Explain the main events of a story Draw pictures of characters/ event / setting in a story. Include labels, sentences or captions.</p>	<p>Draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Understand that non-fiction is a non-story- it gives information. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
	<p><b>Phonic Sounds:</b> RWI Set 1 whole class <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Fred Talk – oral blending Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups – A,B,C <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting special friends (digraphs) in words.  Show children how to pinch 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.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups / Ditties <b>Reading:</b> Rhyming strings, common theme in favourite stories, identifying characters and settings.  Help children to become familiar with letter groups (special friends), such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, range of non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know:  Pinny time to reinforce phonic knowledge.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups: <b>Reading:</b> Non-fiction texts and fiction texts. Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual alien and red words (RWI).</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition with Year 1</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Traditional Tales	Changing Seasons	Superheroes	New Life & Easter	Minibeasts	Journeys & Holidays
<p><b>Writing</b></p> <p>Stories related to themes and topics Texts may be added to follow children's interests</p>	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Traditional Tales: 3 Little Pigs, Jack and The Beanstalk, Red Riding Hood, Goldilocks, Gingerbread Man, 3 Billy Goats Gruff</p> <p>Dominant hand, tripod grip, mark making give meaning to marks and labels Instructions for porridge.</p> <p>Write initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Daily Name Writing, Captions Lists</p> <p>RWI – letter formation</p>	<p><b>Texts as a Stimulus:</b> The Gruffalo Gruffalo's Child Stickman Elmer Owl Babies Whatever Next Room on The Broom</p> <p>Sequence a story Speech bubbles</p> <p>Daily name writing, Label using known sounds write Christmas list story scribing. Retell stories in writing area, Retell stories on Tales ToolKit story boards. Sequence stories Instructions for Gruffalo Crumble and Owl Ice Cream Write a sentence</p>	<p><b>Texts as a Stimulus:</b> Supertato Elmer In The Snow Winnie In Winter Superworm Non fiction – People who help us CVC words / simple sentence writing using high frequency words</p> <p>Write some tricky words eg me, my, like, to, the.</p> <p>RWI – develop letter formation</p> <p>Superhero and Winter words.</p> <p>Guided writing based on developing short sentences in a meaningful context. Develop a story board. (Tales Toolkit)</p>	<p><b>Texts as a Stimulus:</b> Jasper's Beanstalk – retell parts of story / sequence days of week Oliver's Vegetables Non fiction books - Growing and new life Daisy's Sunflower Healthy Food – My Menu</p> <p>Create own story maps write captions and labels, write simple sentences. Write short sentences to accompany story maps. Sequence Easter story. Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b> The Bad Tempered Ladybird Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>Sequence story What The Ladybird Heard</p> <p>Aaargh Spider</p> <p>Write recipes, lists.</p> <p>Write for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words, stories and poems.</p>	<p><b>Texts as a Stimulus:</b> We all Went On A Safari Retell the story in own words / reverse the journey Mr Gumpy's Outing (Cumulative) Report about animals falling into the water Sharing A Shell</p> <p>The Singing Mermaid</p> <p>The Rainbow Fish – links to PSED</p> <p>Write a postcard / diary</p> <p>My Holiday – recount</p> <p>Story writing, write sentences beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts</p> <p>Use familiar texts as a model for writing own stories.</p> <p>Character description – Rainbow Fish</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
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Maths White Rose Maths	<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>							
	Key times of the day Positional language Match and Sort Compare Amounts	Compare Size, Mass & Capacity Exploring Pattern Numbers to 3 Circles & Triangles	Numbers to 5 One More and Less 4 Sided Shapes Time	Introducing zero Compare numbers to 5 Composition of 4 & 5 Compare Mass	Compare Capacity Representing 6,7,8 Combine 2 amounts Making pairs Length & Height Time	Counting to 9 & 10 Compare and Bonds to 10 3D Shapes Spatial awareness Patterns	Building beyond 10 Counting beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate	Adding More Taking Away Spatial Reasoning (2) Compose & Decompose Doubling Sharing & Grouping Mapping

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	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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><b>Understanding the world RE / Festivals</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested and creative children.</p>	<ul style="list-style-type: none"> <li>Navigate around classroom and outdoor areas.</li> <li>Create treasure hunts to find places/ objects within learning environment.</li> <li>Discussions regarding experience of past birthday celebrations.</li> <li>Use BeeBots to plan a route around the woods to link characters from traditional tales</li> <li>Use a camera to take photos of favourite areas of indoor and outdoor classroom</li> <li>Stranger danger (based on Red Riding Hood).</li> <li>Materials and their Properties – link to favourite stories (3 Pigs)</li> <li>Draw attention to pieces of digital apparatus around the classroom               <ul style="list-style-type: none"> <li>Use search engines to find information linked to topics and interests</li> </ul> </li> <li>Use the internet with adult supervision and be aware of e-safety (Smartie the Penguin)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they have done with their families during past Christmas’</li> <li>Nocturnal Animals Making sense of different environments and habitats</li> <li>Use images, video clips, shared texts and other resources to bring wider world into classroom.</li> <li>Show photos of how Christmas used to be celebrated in the past.</li> <li>Use world maps to show where some stories are based.</li> <li>Use Jolly Postman to draw information from a map and begin to understand why maps are important to postmen.</li> <li>Share different cultures’ versions of fairy tales.</li> <li>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Create video recordings of children’s performances</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and place events in chronological order.</li> <li>Describe and comment on things they have seen outside including plants and animals.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Talk about occupations and how to identify strangers that can help when in need               <ul style="list-style-type: none"> <li>Being healthy – dental hygiene, vets, hospital role play areas                   <ul style="list-style-type: none"> <li>Use appropriate technology in play situations</li> </ul> </li> <li>Use a paint program to create pictures of favourite superheroes</li> <li>Click and drag icons on a computer /tablet to cause things to happen in a computer program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Trip to local park (link with seasons); discuss what will see on journey and how will get there.               <ul style="list-style-type: none"> <li>Road Safety</li> </ul> </li> <li>Introduce children to recycling and how it can take care of our world.</li> <li>Look at what rubbish can do to our environment and animals.</li> <li>Discuss how we care for the natural world around us.</li> <li>Draw children’s attention to 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.               <ul style="list-style-type: none"> <li>After close observation draw pictures of the natural world, including animals and plants</li> </ul> </li> <li>incorporate their understanding of seasons and weather in play.               <ul style="list-style-type: none"> <li>Use BeeBots to support positional language and develop technology skills</li> <li>Use search engines to find information linked to topics and interests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify family.</li> <li>Comment on photos of family; name who they can see and how related to them.</li> <li>Talk about what they do with their family and places they have been with their family.</li> <li>Draw similarities and make comparisons between other families.</li> <li>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.</li> <li>Talk about members of their immediate family and community.</li> <li>Explore the world around us and how it changes as we enter Summer.</li> <li>Opportunities for children to note and record the weather.</li> <li>Build a ‘Bug Hotel’ using pooters and magnifying glasses to look closely at bugs in the garden</li> <li>Butterfly life cycle – watch live caterpillars grow and change. Release butterflies as they emerge from chrysalis</li> <li>Visit places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Floating / Sinking – boat building</li> <li>Seasides long ago – Magic Grandad</li> <li>Understand own environment and contrasting environments through conversation and play.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Other countries – look at flags and discuss local customs and traditions/ traditional foods</li> <li>Differentiate between land and water.               <ul style="list-style-type: none"> <li>Use a range of videos, books, photos and real objects to learn about life under the sea</li> </ul> </li> <li>Use stories to explore a different country.</li> <li>Discuss how children got to school and mode of transport used.</li> <li>Introduce children to a range of transport and where they can be found.               <ul style="list-style-type: none"> <li>Road Safety</li> </ul> </li> <li>Use bee-bots on simple maps.</li> <li>Use navigational language</li> </ul>
	<p><b>Giving Thanks To God</b> The Creation Harvest time Bible Stories</p>	<p><b>How do we celebrate Christmas?</b></p> <p>The church celebrates Christmas in different ways</p> <p>Christmas Story Nativity Diwali Hannukah</p>	<p><b>Stories Jesus Told</b></p> <p>Parables -The Great Feast, The Good Samaritan, The Lost Sheep ,The Sower, The Foolish Builder Epiphany Ash Wednesday / Shrove Tuesday St David’s Day Chinese New Year</p>	<p><b>Why do Christians Put a Cross in an Easter Garden?</b></p> <p>Palm Sunday Passover Easter</p>	<p><b>What times are special and how do we celebrate?</b></p> <p>Story of Pentecost Eid Shavuot</p>	<p><b>Special Places</b></p> <p>Holy places of worship Special places</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b>Expressive Arts and Design</b></p> <p>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.</p> <p>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.</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>					
	<ul style="list-style-type: none"> <li>Join in with Nursery Rhymes and songs linked to stories</li> <li>Beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</li> <li>Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</li> <li>Exploring sounds and how they can be changed, tapping out of simple rhythms.</li> <li>Provide opportunities to work together to develop and realise creative ideas. <ul style="list-style-type: none"> <li>Pictures/collages to illustrate favourite stories</li> </ul> </li> <li>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</li> </ul>	<ul style="list-style-type: none"> <li>Listen to music and make their own dances in response.</li> <li>Autumn colour mixing, leaf rubbings and sun catchers</li> <li>Artwork to illustrate favourite stories</li> <li>Firework pictures in the style of Jackson Pollock</li> <li>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</li> <li>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</li> <li>Role Play Santa’s workshop and Celebrations Role Play of The Nativity</li> </ul>	<ul style="list-style-type: none"> <li>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating superhero masks and props for role play</li> <li>Making lanterns, Chinese writing, puppet making, Chinese music and composition <ul style="list-style-type: none"> <li>Shadow Puppets</li> </ul> </li> <li>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>Cold colours – collages</li> </ul>	<ul style="list-style-type: none"> <li>Make different textures; make patterns using different colours</li> <li>Children will explore ways to protect the growing of plants by designing scarecrows.</li> <li>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</li> <li>Mother’s Day crafts Easter crafts Home Corner role play</li> <li>Provide a wide range of props for play which encourage imagination.</li> <li>Artwork to illustrate favourite stories</li> <li>Transient art using natural resources and nature</li> <li>Join in with songs and music making linked to minibeast topics</li> </ul>	<ul style="list-style-type: none"> <li>Design and make models using junk materials</li> <li>symmetrical butterflies and paintings of minibeasts</li> <li>Encourage children to create their own music.</li> <li>Artwork themed around Eric Carle / The Seasons – Art <ul style="list-style-type: none"> <li>Exploration of other countries – dressing up in different costumes.</li> </ul> </li> <li>Retelling familiar stories</li> <li>Creating pictures to illustrate stories</li> <li>Provide children with a range of materials for children to construct with.</li> <li>Join in with songs and music making linked to minibeast topics</li> </ul>	<ul style="list-style-type: none"> <li>Sand pictures / Rainbow fish collages</li> <li>Paper plate jellyfish</li> <li>Junk modelling, bridges boats and transport.</li> <li>Puppet shows: Provide a wide range of props for play which encourage imagination.</li> <li>Water pictures, collage, shading by adding black or white, colour mixing</li> <li>making flags and passports.</li> <li>Colour mixing – underwater pictures. <ul style="list-style-type: none"> <li>Father’s Day Crafts</li> </ul> </li> <li>Join in with songs and music making linked to topics</li> </ul>

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	Expressive Arts and Design
<p><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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-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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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 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><b>ELG: The Natural World</b></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>	<p><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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>