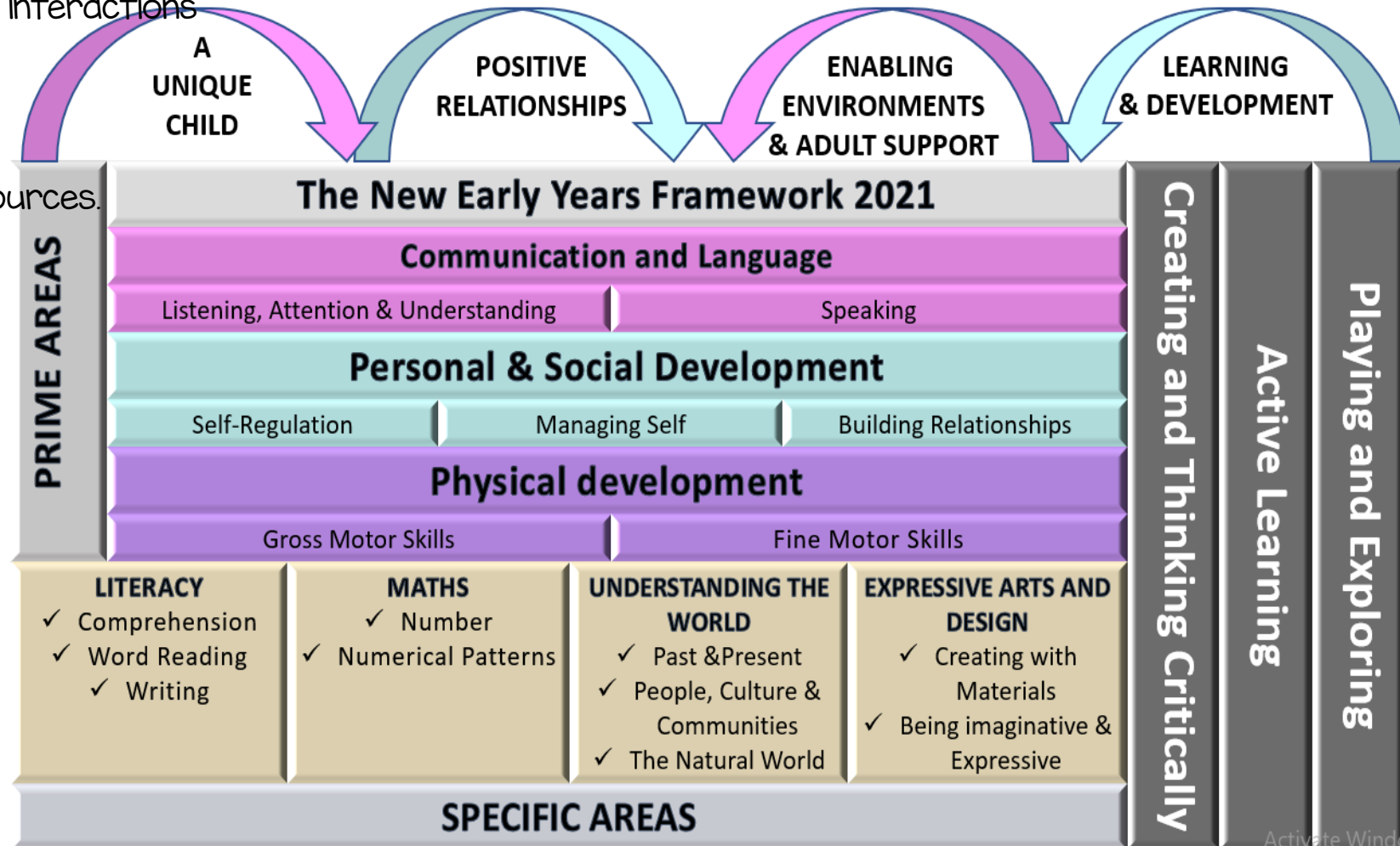


What underpins the EYFS at Abbey Gates:

- A mixture of adult led and child initiated activities and an emphasis on following the children's interests.
- Outdoor opportunities are vast and varied with a focus on developing gross motor skills.
- Communication, creativity and the 5C's,
- Positive relationships between children and staff.
- Vocabulary rich environment - a focus on interactions
- Challenge and support
- Children who enjoy their activities and learning who are highly engaged,
- Confident children
- Independent children who self-select resources.




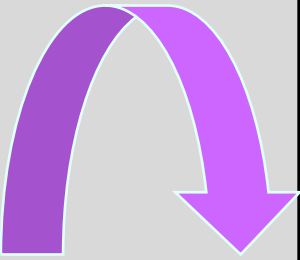
Reception Long
Term Plan 23-24

Reception Long Term Plan 23-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i> WELL-BEING & Behaviour For Learning</p>	<p>I wonder what's special...</p> <p>What makes me unique? What makes a good friend? Am I good at everything? How am I feeling? What is important to me and my family? What keeps me healthy?</p>	<p>I wonder what happened before...</p> <p>What happened before I woke up? What was it like before I was born? Are dragons real? What was it like a long time ago? Why do people celebrate Diwali? Why do people celebrate Christmas? Why do people celebrate bonfire night?</p>	<p>I wonder why things happen...</p> <p>How do buildings and bridges stay up? Why is part of the earth covered in ice? What makes things go up and down?</p>	<p>I wonder what is out there...</p> <p>What is in space? How can we travel to different places? Is our country the same as others? How has transport changed?</p>	<p>I wonder what lives there...</p> <p>What lives above the clouds? What grows in our garden? What is a shadow? How are rainbows made? Where do minibests live?</p>	<p>I wonder what's beneath the sea and on the shore...</p> <p>What creatures live under the sea? What is it like at the seaside? Has the seaside changed? What are pirates? How can we help sea life?</p>
<p>Possible Texts and 'old favourites'</p>	<p>Super duper you Incredible me The little red hen, Together we can Giraffe's can't dance. The colour monster The invisible string We are family This is our house Dogs don't do ballet Fairy tales gone wrong... Whiffy Wilson Oliver's vegetables / fruit salad</p>	<p>Peace at last There is no dragon in this story Dragon post How to catch a dragon Shhh! Look inside a castle Rama and Sita Peepo The Christmas story</p>	<p>The Three Billy Goats gruff And tango makes three. The emperor's egg Homes in many cultures Goldilocks and the three bears Hansel and Gretel Room on the broom</p>	<p>How to catch a star On the way home Handa's surprise Bringing the rain to kapiti plain The train ride Mr gumpy's outing We're going on an egg hunt Neil Armstrong Toys in space</p>	<p>Jack and the beanstalk The extraordinary gardener The enormous turnip The giant jam sandwich Mad about minibests Normal the slug with the silly shell David Attenborough</p>	<p>Little Red Riding Hood. Little red and the hungry lion Commotion in the ocean. The night pirates Sharing a shell Above and below What the ladybird heard at the seaside Clean up Splash! Anna Hibiscus The rainbow fish Mr Seahorse</p>
<p>'Wow' moments / Enrichment Weeks</p>	<p>Autumn Trail Harvest Time Birthdays Favourite Songs Talent show What do I want to be when I grow up? Visit to a place of worship.</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Halloween Remembrance Day Visit to place of historical importance Hannukah Black History Month Remembrance day World Space Week Children in Need Anti- Bullying Week</p>	<p>Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Science Week Internet Safety Day</p>	<p>Walk to the park / Picnic , C of E woods Food tasting - different cultures Road Safety Easter time Mother's Day Queen's Birthday Easter Egg Hunt Holi festival</p>	<p>Nature Scavenger Hunt Vincent Van Gogh Study Visit to the Cornwall Club Start of Ramadan Eid D-Day</p>	<p>Under the Sea - singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Ice - Cream van visit Map work - Find the Treasure Pirate day</p>

Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes						
 	<p>Characteristics of Effective Learning</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.</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. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Abbey Gates Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
<p>The Abbey Gates way</p> <p>Core Principles:</p> <p>Communication Creativity Confidence Care Compassion Cooperation Courtesy</p>	<p>Care: Keeping myself healthy</p> <p>Confidence: Settling in to new routines and making new friends.</p> <p>Compassion: Being a good friend</p> <p>Cooperation: Working as part of a class team to follow school rules.</p> <p>Courtesy: Showing respect to others.</p>	<p>Care: Accepting others and their beliefs</p> <p>Confidence: Nativity performance</p> <p>Compassion: Shoebox appeal</p> <p>Cooperation: Sharing and taking turns.</p> <p>Courtesy: Anti - bullying week.</p>	<p>Care: Looking after the emperor's egg.</p> <p>Confidence: Conducting experiments.</p> <p>Compassion: Acts of kindness</p> <p>Cooperation: Working as a team to build a strong structure.</p> <p>Courtesy: Random acts of kindness week.</p>	<p>Care: Caring for the environment and animals</p> <p>Confidence: Sharing our own experiences.</p> <p>Compassion: Link with another school.</p> <p>Cooperation: Working together to act out narratives</p> <p>Courtesy: Respecting other cultures.</p>	<p>Care: Caring for living things</p> <p>Confidence: Talk for writing.</p> <p>Compassion: Looking after our environment</p> <p>Cooperation: Following school rules.</p> <p>Courtesy: Visiting the Cornwater Club</p>	<p>Care: Caring for our planet</p> <p>Confidence: Foundation Graduation</p> <p>Compassion: Making our oceans safe</p> <p>Cooperation: Informing others about global issues</p> <p>Courtesy: Being polite and using manners</p>
<p>Communication and Creativity: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Talk about the lives of the people around them and their roles in society; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>						

Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
Assessment opportunities	Reception baseline assessment Assessment booklet, Phonics tracker, Observations WellComm Parent's evening.	Phonics tracker, Maths assessment Assessment booklet End of term data, In house moderation.	Phonics tracker, Parents evening. Moderation	End of term data, Family of schools moderation, Phonics tracker. Maths assessment Assessment booklet.	Phonics tracker. Pupil progress meeting. Moderation	End of year data Assessment booklet Phonics tracker. Maths assessment Moderation
Parental Involvement	Harvest assembly, Phonics workshop, New to F2 meeting, Parents evening. Mystery reader.	Nativity Stay and play. Mystery reader.	Mystery reader. Parents evening.	Mystery reader.	Mystery reader Picnic in the park.	Foundation graduation. Mystery reader.

We recognise that all children are unique and special.

Communication and Language

Communication and Language
Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism.

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**.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
<p>Whole EYFS Focus -</p> <p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED focused carpet times, show and tell, assembly, stories, singing, speech and language interventions, Pie Corbett T4W, EYFS productions, assemblies and weekly interventions.</p> <p>Ongoing approaches to developing strong communication and language skills.</p> <p>Listening to and engaging in non-fiction books frequently to support developing a deep familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> Daily story time, read and re read stories. Model linking stories to your own experiences. Introduce star words weekly and share these with parents. Trekking Tuesdays. Promote active listening skills and signal when you want the children to listen. Helicopter stories. Learn songs, rhyme and poems in daily sessions. Learn new vocabulary and use new vocabulary throughout the day. 	<p>Rhyme of the week NELI interventions Shared reading Quality Interactions S&L interventions Show and tell Daily review</p> <p>Retelling the little red hen, developing listening and attention and vocabulary.</p> <p>Model and praise good listening skills, check understanding by asking questions and modelling answers.</p> <p>Encourage children to ask questions; modelling how we ask questions and answer.</p> <p>Teaching new vocabulary through daily repetition and Focus.</p> <p>Opportunities to share own experiences in a range of contexts; encouraging children to bring in objects and photographs from home.</p> <p>Model and encourage children to use talk to express feelings, wants and need throughout the day. Model social phrases.</p>	<p>Rhyme of the week NELI interventions Shared reading Quality Interactions S&L interventions Show and tell Daily review</p> <p>Retelling peace at last, developing listening and attention and vocabulary.</p> <p>Read range of texts with repetitive phrases and refrains and encourage children to complete sentences when reading.</p> <p>Model talking through ideas and plans at all opportunities using "I wonder..." and testing ideas and evaluating their effectiveness. Encourage children to talk about what they are doing, what they will do next and how successful they were.</p> <p>Give instructions to children with more complexity as appropriate to their age and stage of development.</p> <p>Encourage children to ask questions; opportunities to ask who questions.</p> <p>Teaching new vocabulary through daily repetition and Focus.</p> <p>Participate in whole class discussions at regular intervals throughout the day to model, extend and encourage children to develop confidence when speaking in larger groups.</p>	<p>Rhyme of the week NELI interventions Shared reading Quality Interactions S&L interventions Show and tell Daily review</p> <p>Retelling three billy goats, developing listening and attention and vocabulary.</p> <p>Model talking about events in stories after reading and invite children to do the same, ensure specific Focus during literacy as an opportunity to develop these skills.</p> <p>Develop children's ability to ask why and how questions by providing stimulus that requires exploration.</p> <p>Teaching new vocabulary through daily repetition and Focus.</p> <p>Continue to develop children's understanding when following instructions; opportunities including baking, making and PE sessions will encourage this further.</p> <p>Provide children with opportunities to invent their own stories in play and focussed tasks, use of story maps, small world areas and helicopter stories.</p> <p>Model correct sentence structure and support children making errors by rephrasing and "saying it again better".</p>	<p>Rhyme of the week NELI interventions Shared reading Quality Interactions S&L interventions Show and tell Daily review</p> <p>Retelling handa's surprise, developing listening and attention and vocabulary.</p> <p>Regularly point out main characters and events in stories and talk about their feelings, relating to own experiences where possible. Encourage children to think more deeply about characters, their feelings and actions.</p> <p>Provide opportunities for children to ask "where" questions; using maps, playing games involving hiding objects.</p> <p>Teaching new vocabulary through daily repetition and Focus.</p> <p>When reading stories and talking about events, model using time connectives. Engage in sequencing activities and encourage children to talk about events in order.</p> <p>Develop sentence structure by asking children to explain more, using because, and, so</p> <p>Provide opportunities for children to talk in small groups or in front of the class to explain what they have done; link to busy time and celebrate achievements together.</p>	<p>Rhyme of the week NELI interventions Shared reading Quality Interactions S&L interventions Show and tell Daily review</p> <p>Retelling Jack and the beanstalk, developing listening and attention and vocabulary.</p> <p>When reading stories together, ask children if they have ever shared similar experiences- take time to share their ideas, extending on what they did and how this links with the story.</p> <p>Provide opportunities for children to ask questions - use stem sentences to encourage the use of a range of questions during show and tell activities.</p> <p>Support children to use talk as their main form of communication throughout the day - if children need support, ask them what they could ask you and encourage and model asking questions.</p> <p>Through the use of talk partners and in small groups, model and provide opportunities for talk.</p> <p>Teaching new vocabulary through daily repetition and Focus.</p>	<p>Rhyme of the week NELI interventions Shared reading Quality Interactions S&L interventions Show and tell Daily review</p> <p>Retelling little red riding hood, developing listening and attention and vocabulary.</p> <p>In stories; model becoming characters and answering questions. Allow children to take on different roles to ask and answer questions.</p> <p>Teaching new vocabulary through daily repetition and Focus.</p> <p>Support children to use the past and present tense; rephrasing sentences if errors are made.</p> <p>Provide opportunities for children to talk about texts in detail- through talk partners and in small groups.</p>

Personal, Social and Emotional Development

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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
<p>Managing Self</p> <p>Self - Regulation</p> <p>Link to Behaviour For Learning</p> <p>Ongoing approaches to develop PSED skills.</p> <ul style="list-style-type: none"> Weekly PSED Focused carpet time, Consistent approach to developing positive behaviour within the classroom - explicitly telling the children why you are proud of them for the choices they are making. A focus on intrinsic motivation rather than extrinsic <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 <ul style="list-style-type: none"> Being able to ignore distractions Behaving in ways that are pro-social <ul style="list-style-type: none"> Planning Thinking before acting Delaying gratification Persisting in the face of difficulty. 	<p>Show and tell - self, family and friends. Sharing the differences between self and others and developing understanding of differences in the community.</p> <p>Creating class rules together and agreeing - talking about why these rules are important and how we will make sure that we follow them.</p> <p>Talk partners - understanding how to actively listen and respond.</p> <p>Discussions around healthy eating and drinking. Supporting children to make healthy choices and try new foods during snack time.</p> <p>Sharing videos and stories about teeth brushing and its importance. Making links with parents.</p> <p>Read the colour monster and regularly refer to it; linking emotions to colour and supporting children to recognise how they are feeling. Daily "check in".</p> <p>Take 5</p> <p>Zones of regulation</p> <p>PE sessions, highlighting the importance of a healthy lifestyle and talking about changed to bodies as we exercise. Show and tell -activities out of school.</p>	<p>Give children designated classroom roles and responsibilities and change these weekly - tidy up inspectors, snack monitor</p> <p>Circle time focus to make links with school ethos - what have you done to aim high and be kind? Make explicit links in the curriculum and encourage children to talk about their achievements during show and tell and review sessions.</p> <p>Share stories about anger and how it makes us feel. Support children in identifying this emotion and support them with strategies they can use if they feel this way - link to take 5.</p> <p>Provide opportunities for children to widen their relationships. Encourage children to play turn taking games.</p> <p>Take 5</p> <p>Zones of regulation</p>	<p>Circle time opportunities to explore choices and those that the children make. Create scenarios for children to talk about choices and the rewards and consequences of different actions.</p> <p>Create a "being kind" jar and fill it with kindness when children are spotted demonstrating the school ethos. Encourage children to choose others and recognise "being kind" around school.</p> <p>Create and implement zones of regulation and encourage children to use these independently. Support children with self-regulation by providing a quiet area.</p> <p>Through shared discussions and stories, support children to identify their feelings of others.</p> <p>Throughout the day and during circle time activities, promote the discussion around healthy living, oral health and hygiene and the importance of keeping ourselves safe and healthy in and out of school.</p> <p>Take 5</p> <p>Zones of regulation</p>	<p>Through circle time activities, provide children with scenarios about how their actions affect others. Model explaining how you would feel if a particular scenario happened to you and how you could deal with it. Begin to explore "show that you are sorry" rather than "saying sorry"</p> <p>Take 5</p> <p>Referring to rules regularly; begin to widen children's understanding of rules in school and beyond and the reason that we have rules in place. Create lists of rules for different scenarios and ask children to contribute their ideas. Share these with parents to ensure consistency and support at home.</p> <p>Throughout the day and during circle time activities, promote the discussion around healthy living, oral health and hygiene and the importance of keeping ourselves safe and healthy in and out of school.</p> <p>Zones of regulation</p>	<p>Provide opportunities for healthy debate to support children's understanding that we all have different views and opinions. When reading stories, ask children to take on roles of characters and talk about their feelings.</p> <p>Through stories and by presenting children with challenge, support their development of resilience - embed "I can't do this yet"</p> <p>Through review sessions and show and tell, ask children to reflect on their work and creations - what went well, what was difficult, how would you approach it differently if you did it again? Support children to reflect during PE sessions by observing others.</p> <p>Read stories involving problems and highlight solutions. Provide opportunities for children to think of their own solutions and relate to real-life scenarios. Circle time discussions.</p> <p>Invite road safety officers into school to talk about being safe when out of school and near roads. Share information with parents to reinforce rules at home.</p> <p>Support children when needed to consider the impact of their actions on others.</p> <p>Take 5</p> <p>Zones of regulation</p>	<p>Read stories that highlight the positives of facing challenge and hold discussions about the impact we can have when we are resilient, determined and passionate.</p> <p>Read stories and regularly promote environmental action - develop children's understanding that they can make a change and a difference.</p> <p>Provide new experiences for children that require them to develop their confidence further - talent shows, performing in front of adults, making videos of stories and watching together.</p> <p>Take 5</p> <p>Zones of regulation</p>

Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

✓ *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.*

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
<p>Physical development</p> <p>Ongoing approaches to developing physical development:</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p>Fine motor</p> <p>Continuously assess whether children can move their fingers and hands without moving shoulder and ability to move and rotate lower arms and wrists independently.</p> <p>Ensure that pencils, paintbrushes and scissors are consistently available for the children to use as well as cutlery during lunch time.</p> <p>Daily opportunities for Gross Motor Activities within continuous provision e.g malleable area.</p> <p>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 dough disco and handwriting lessons.</p> <p>Gross motor</p> <p>Daily opportunities for Gross Motor Activities within continuous provision. E.g construction area.</p> <p>Weekly PE lessons with a continuous focus on revising and refining fundamental movement skills and developing overall body-strength, balance, co-ordination and agility.</p> <p>Constant access to high quality outdoor provision which include a range of surfaces.</p> <p>Daily mile.</p>	<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.</p>					
	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using fine motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, sewing, pouring, stirring.</p> <p>Hold pencil effectively with tripod grip. Forms recognisable letters most correctly Formed</p> <p>Join materials to create models using junk modelling resources.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Threading, cutting, weaving, playdough, sewing, pouring, stirring.</p> <p>Hold pencil effectively with tripod grip. Forms recognisable letters most correctly Formed</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p> <p>Encourage the use of scissors, paint brushes and cutlery.</p>	<p>Threading, cutting, weaving, playdough, sewing, pouring, stirring.</p> <p>Hold pencil effectively with tripod grip. Forms recognisable letters most correctly Formed</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop a fast, accurate and efficient handwriting style.</p>
	<p>Gymnastics Floor</p> <p>Hopping, skipping and jumping whilst negotiating space.</p> <p>Exploring movement in a range of ways around a space and avoiding others.</p> <p>Develop control and coordination when balancing, rolling, leaping.</p> <p>Link and repeat movements to create a basic phrase with a beginning, middle and end.</p> <p>Balance bike</p>	<p>Dance</p> <p>Responding to a range of music stimulus with different movements.</p> <p>Create simple dance phrases.</p> <p>Perform freeze frames alone and in groups.</p> <p>Make mirror images with a partner.</p> <p>Perform a short dance in a small group.</p>	<p>Gymnastics Apparatus</p> <p>Climbing apparatus safely.</p> <p>Experiment with ways of moving along apparatus; crawling, sliding, walking, tiptoes.</p> <p>Jump and land safely from equipment.</p> <p>Experiment with different jumps from equipment.</p> <p>Develop confidence when travelling at different heights.</p> <p>Balance in different ways on different equipment.</p> <p>Create a phrase with a beginning, middle and end.</p>	<p>Dance</p> <p>Responding to a range of music stimulus with different movements.</p> <p>Copy and repeat simple dance phrases.</p> <p>Match movements to music.</p> <p>Perform freeze frames alone and in groups.</p> <p>Make mirror images with a partner.</p> <p>Perform a short dance in a small group.</p>	<p>Ball skills and team games</p> <p>Develop control when throwing and catching balls of different sizes.</p> <p>Aim and throw at targets with more control.</p> <p>Use underarm and overarm throws with more accuracy and for purpose.</p> <p>Hitting balls with bats</p> <p>Kicking and passing balls of different sizes.</p> <p>Showing an awareness of others when playing team games</p> <p>Listening to and following instructions of team games</p>	<p>The Olympics</p> <p>Combining knowledge and skills of ball skills to compete in mini athletic events.</p> <p>Show more control when jumping, running and travelling.</p> <p>Negotiate space and obstacles.</p> <p>Jump over objects with control.</p>
	<p>From Development Matters:</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



Literacy - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<ul style="list-style-type: none"> - Comprehension using VIPERS - Developing a passion for reading - Children will visit the school library weekly and the local library fortnightly. - Daily story time. - Children will be listened to reading by a member of staff at least once a week. 	<p>Expose children to a range of different text types and highlight key features. Talk to children about how we handle books and read text.</p> <p>Display names in the classroom for children to read and point out.</p> <p>Provide laminated story cut outs for children to sequence alongside a well-known text.</p>	<p>Map out stories and retell together. Innovate as a class and support children to retell innovations.</p> <p>Box up stories to highlight the beginning, middle and end.</p> <p>Ask questions about stories to elicit understanding - link to vipers</p>	<p>Create characters descriptions including wanted posters to encourage children to describe characters and their features/feelings.</p> <p>Innovate stories together and encourage children to invent their own - text mapping and helicopter stories.</p> <p>Read stories and stop - encourage children to draw or write the ending.</p>	<p>Highlight settings in texts and describe - encourage children to build their own settings and small worlds</p> <p>Teach new vocabulary in stories and model using this in play.</p> <p>Encourage children to invent their own stories by drawing story maps and writing.</p>	<p>Use hot seating to explore events in more detail and elicit understanding.</p>	<p>Read and stop - encourage children to make predictions and think of alternative endings to stories.</p> <p>Explore non-fiction texts in more details, looking at their features.</p> <p>Point out the genre of different texts. Create boxes of genres in the reading corner and ask children to sort books.</p>
	<p>Phonics progression handbook</p> <p>Reading and writing initial sounds in words.</p> <p>Orally blend CVC words and begin to write them.</p> <p>Read some tricky words.</p>	<p>Phonics progression handbook</p> <p>Read and write cvc words.</p> <p>Read all phase 2 tricky words.</p> <p>Read simple phrases and sentences made up of words with known GPCs and match to pictures.</p> <p>Write cvc words and simple cvc sentences.</p>	<p>Phonics progression handbook</p> <p>Read phase 3 digraphs.</p> <p>Read phase 3 tricky words</p>	<p>Phonics progression handbook</p> <p>Read words with developing fluency.</p>	<p>Phonics progression handbook</p> <p>Read two syllable words and CVCC and CVCC words.</p> <p>Read phase 4 tricky words.</p>	<p>Phonics progression handbook</p> <p>Read simple sentences with fluency.</p>
<p>Word Reading and writing</p> <ul style="list-style-type: none"> - Daily whole class phonics lessons, - Daily targeted phonics intervention, - Support for lowest 20% in phonics lessons. 						



Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special..	I wonder what happened before..	I wonder why things happen..	I wonder what is out there..	I wonder what lives there..	I wonder what's beneath the sea..
Writing	<p>Texts as a Stimulus: Incredible me Writing labels</p> <p>The Little Red Hen (Journey Story) Writing character labels and speech bubbles</p> <p>Giraffes cant Dance (Wishing tale) - Create an I wish picture / make marks</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple labels using CVC words.</p> <p>Use initial sounds and CVC words to write labels.</p>	<p>Texts as a Stimulus: Peace at last</p> <p>Writing speech bubbles</p> <p>Dragon stories</p> <p>Create missing poster</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,</p> <p>Sequencing a story</p> <p>Attempt to write a sentence using CVC words.</p> <p>Reading simple sentences.</p> <p>Form lower case letters correctly.</p>	<p>Texts as a Stimulus: The Three Billy Goats Gruff (Defeat Monster)</p> <p>Writing part of the story to create a class book/setting description.</p> <p>The emperor's egg</p> <p>Writing instructions for how to look after the egg</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels and sentences.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Create a story board.</p> <p>Re-reading sentences after writing to check that they make sense.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Texts as a Stimulus: Handa's Surprise (Journey story)</p> <p>Write a new version of the story following the repetitive nature of the texts</p> <p>Writing recipes, lists.</p> <p>Writing 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.</p> <p>Acrostic poems</p> <p>Write more than one sentence.</p> <p>Recount - A trip to the park</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-reading sentences after writing to check that they make sense.</p>	<p>Texts as a Stimulus: Jack and the Bean stalk (Traditional Tale) - retell parts of the story / repeated refrains / speech bubbles.</p> <p>Write a short story</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Labels and captions</p> <p>Character descriptions.</p> <p>Write more than one sentence</p> <p>Re-reading sentences after writing to check that they make sense.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Texts as a Stimulus: Little Red Riding Hood (Defeat Monster)</p> <p>Write an innovated story</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Using full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Character description.</p> <p>Write more than one sentence.</p> <p>Re-reading sentences after writing to check that they make sense.</p>
TFW used as stimulus across the year						
Texts may change due to children's interests						
Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.						
Each letter is introduced using a letter formation rhyme.						
Children are taught to count phonemes on fingers before writing them and to say a sentence before writing it.						

Mathematical Development

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
<p>Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." - Shakuntala Devi</i></p> <p><i>Mathematics Mastery Daily Maths lessons, Big Maths Challenge once a week, Maths is build into daily routines such as the register, fruit and milk time, the timetable, tidy up time etc. Daily song/story/rhyme/game time to focus on counting.</i></p>	<p>Baseline Count objects, actions and sounds. Link numerals to their cardinal number value. Naming, matching and sorting by own criteria. Continue, copy and create patterns and identify errors. Continue, copy, create AB, ABB, ABBC patterns. Make deliberate mistakes - can the children identify them?</p> <p>Compare amounts, mass, length, height and capacity. Challenge children by starting with more smaller objects and fewer larger objects to address misconceptions. Introduce vocabulary of more than, less than, fewer, the same as, equal to. Subitise.</p>	<p>Composition of numbers to 5: counting objects, actions and sounds. Become confident with recognising lots of different representations of numbers to 5. play snap with numerals and representations. Develop understanding of cardinality. Estimate how many there are altogether. Count out a smaller amount from a larger group. Subitise first before counting. Show children familiar (e.g dice patterns) and random arrangements of objects. Reveal and hide amounts quickly. Put amounts onto 5 frames. Encourage children to show you an amount on their fingers instantly without counting. Conceptual subitising - emphasise parts within a whole and play games which involve partitioning and recombining groups. Automatically recall number bonds for numbers 0-5.</p> <p>Properties of shapes up to 5 sides - select, rotate and manipulate shapes, this could be with magnetic blocks. Compose and decompose shapes so children recognise that shapes can have other shapes within it.</p> <p>1 more and 1 less - understand the relationship between consecutive numbers - staircase structures.</p> <p>Ordering numbers and amounts - display numerals with quantities.</p>	<p>Mass and capacity - make predictions and comparisons.</p> <p>Concept of zero</p> <p>Composition of numbers to 8 and conceptual subitising. emphasise parts within a whole and play games which involve partitioning and recombining groups. Use visual models e.g 5 fingers on one hand and 1 on another = 6 in total. Become confident with recognising lots of different representations of numbers to 8. play snap with numerals and representations.</p> <p>Mass, length and capacity - make predictions and comparisons.</p> <p>Concept of zero</p> <p>Composition of numbers to 8 and conceptual subitising. emphasise parts within a whole and play games which involve partitioning and recombining groups. Use visual models e.g 5 fingers on one hand and 1 on another = 6 in total. Become confident with recognising lots of different representations of numbers to 8. play snap with numerals and representations.</p> <p>Link numerals with cardinal value.</p>	<p>Composition of numbers to 10 and conceptual subitising. emphasise parts within a whole and play games which involve partitioning and recombining groups. Use visual models e.g 5 fingers on one hand and 1 on another = 6 in total. Become confident with recognising lots of different representations of numbers to 10. play snap with numerals and representations.</p> <p>3D shapes select, rotate and manipulate shapes, this could be with magnetic blocks. Compose and decompose shapes so children recognise that shapes can have other shapes within it.</p> <p>Length and height make predictions and comparisons. Composition of numbers to 10 and conceptual subitising. emphasise parts within a whole and play games which involve partitioning and recombining groups. Use visual models e.g 5 fingers on one hand and 1 on another = 6 in total. Become confident with recognising lots of different representations of numbers to 10. play snap with numerals and representations.</p> <p>Automatically recall some number bonds to 10.</p> <p>3D shapes select, rotate and manipulate shapes, this could be with magnetic blocks. Compose and decompose shapes so children recognise that shapes can have other shapes within it to develop spatial reasoning skills.</p> <p>Length and height make predictions and comparisons.</p> <p>One more and one less. Continue, copy and create AABB and AAABBB patterns and notice deliberate errors.</p>	<p>Addition - instantly recall number bonds to 10. have a deep understanding of the composition of numbers to 10. Subtraction - recall subtraction facts.</p> <p>Number patterns: Doubling Halving Odd Even Sharing - distribute amounts evenly. Make deliberate mistakes. Can the children recognise them?</p> <p>Discuss ways to record amounts using marks - in some cases allow children to decide how they want to represent their mathematical thinking.</p> <p>Count beyond 10. Addition - instantly recall number bonds to 10. have a deep understanding of the composition of numbers to 10. Subtraction - recall subtraction facts.</p> <p>Build, identify and compare numbers to 20.</p> <p>Compose and decompose shapes so that they recognise that a shape can have other shapes within it.</p> <p>Number patterns: Doubling Halving Odd Even Sharing - distribute amounts evenly. Make deliberate mistakes. Can the children recognise them?</p> <p>Discuss ways to record amounts using marks - in some cases allow children to decide how they want to represent their mathematical thinking.</p> <p>Compare weight and capacity.</p>	<p>Depth of numbers within 20 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards</p> <p>Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p> <p>Verbally counting to 20 and beyond. Incorporate this into daily routines and become confident with the repeating structure of numbers. Teen numbers - recognise two digit numbers. Introduce children to number tracks, calendars, hundred squares etc.</p>

Understanding the world

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. Throughout the year, the children will learn about seasons and seasonal changes. They will play and explore outside in all seasons and in different weathers - observe living things throughout the year. Children will use equipment to measure when: • exploring the size of puddles. Children sort: • clothes for different seasons. Children record their observations when: • observing plants, animals and puddles.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
<p>Understanding the world RE / Festivals</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>History: Show and share images of children and familiar situations from the past - talk about images and how things have changed. Allow children the opportunity to share images of people who are familiar and important to them. Sequence events in chronological order using stories and the visual timetable.</p> <p>Geography: Navigating around our classroom and outdoor areas. Where is Abbey Gates? Which road, village, city etc. Create treasure hunts to find places/ objects within our learning environment. Draw our route to school. Explore maps through story telling and creating maps for characters around their setting.</p> <p>RE: Visit the local church and find out about the different features and artefacts. Talk about people that are important to children during circle time activities. Share their own traditions through drawing, role play and show and tell.</p> <p>RSHE: Identifying their family. Talking about immediate family and those that may not live with them. Developing an understanding that all families are different and may not be the same structure as their own. 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.</p>	<p>History: Use books such as Peepo to discuss past and present. Find out about long ago - looking at castles and the royal family. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Find out about how stories and religion have impacted celebrations today and how celebrations have changed over time - Christmas, Diwali. Use a large class timeline to begin to place events in school, developing understanding of chronology.</p> <p>Geography: Describe what you see, hear and feel during Trekking. Explore hibernation and migration, looking at contrasting environments around the world in autumn.</p> <p>RE: Can talk about what they have done with their families during Christmas' in the past. Diwali and Christmas: Recognise that people have different beliefs and celebrate special times in different ways. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales.</p>	<p>History: Develop understanding of chronology by linking to maths and sequencing daily and weekly events in order on a timeline. Compare and contrast our homes with homes from the past, in stories. Expose children to toys and objects from that past within role play - telephones, quills, old toys etc</p> <p>Geography: Display maps of the local area and support children to find our school. Use google maps to show children familiar places they may have visited. Use a globe to show children land, sea and ice. Read stories linking to the Arctic and Antarctic and compare and contrast the environment to our own. Walk in the local area and identify familiar places of interest for the children, point out street names and encourage children to find out their own address.</p> <p>RE: Visit the local church and explain the purpose of a church. Understand that some places are special to members of their community.</p>	<p>History Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. (Neil Armstrong and Mae Jemison) Share photographs of transport in the past and compare to modern day transport - invite grandparents into school to talk about how transport has changed.</p> <p>Geography Draw information from a simple map. Read Handa's Surprise and Bringing the rain to Kapiti Plain to explore a different country. Use a globe to show the different countries and locate England and Africa on a map. Ask children to share where they have been on holiday and pin these locations on a display. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. 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. Teach children about life in other countries - avoid stereotyping. Link with another school if possible. Recognise some similarities and differences between life in this country and life in other countries. Learn about how the environment is different. Use bee-bots on simple maps. Encourage the children to use navigational language. Trip to the local park - discuss what we will see on our journey to the park and how we will get there, road safety. Make a map of our trip to the local park. Encourage children to make maps in continuous provision - of the classroom, of story journeys.</p> <p>RE: Learn about religious and cultural communities in this country. Invite visitors and families into school and share children's own experiences. Share and learn about the story of Easter and why this is important to Christians.</p>	<p>History: Sequence the events in school on a large timeline to show how things move from present to past and highlight those that will occur in the future. Read David Attenborough and find out about his life and the impact he has had.</p> <p>Geography: Explore food from around the world using world maps and google maps. Discover, compare and contrast food produce grown in different climates around the world.</p> <p>RE: Invite people into school to talk about their religion, beliefs and traditions. Explore a mosque and find out why it is important. Compare the mosque to the church in our local area. Recap prior learning around the celebration of Eid, preparations and traditions - find out why Muslims celebrate.</p>	<p>History: Explore how the seaside has changed over the years - learning about entertainment, clothing and travel.</p> <p>Geography: Locate seaside towns and holidays on maps, comparing and contrasting their environment. Compare towns and cities using stories and highlight key features.</p> <p>RE: Explore a range of religious artefacts together, compare and contrast symbols, stories, religious texts and clothing.</p>
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot	Which people are special and why? Diwali Hanukkah Christmas All Saints Day	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's beneath the sea...
Understanding the world Science	<p>Science:</p> <ul style="list-style-type: none"> Talking about themselves, friends, family and community using photographs Using mirrors to look at their faces Creating pictures or collages of themselves, friends, family and community Making hand and footprints using paint Making fingerprints using ink pads Using a 'magic' mirror which shows everything about them and getting children to describe themselves and how they are special Sharing books about different types of families Demonstrating and talking about how they look after themselves Talking about other people that look after them Talking to a dentist, nurse, meal supervisor/school cook, road crossing supervisor etc. Sharing videos of people who care for us and how we look after ourselves <p>Sort humans by their characteristics</p> <p>Draw themselves, their family, friends and community.</p>	<p>Science:</p> <p>Make model planets and the moon, exploring texture with craters.</p> <p>Observe distant objects with binoculars or telescopes</p> <p>Talk about what we can see and hear in the daytime and night time</p> <p>Sort animals by when they are active</p> <p>Draw things that happen in the daytime and at night</p>	<p>Science:</p> <p>Adapt objects to see if they can be made to float or sink</p> <p>Test how many objects a foil container can hold before it sinks</p> <p>Test how toys cars move down ramps and gutters</p> <p>Test how wheels turn when sand or water is poured through them</p> <p>Test how objects fall with and without a parachute attached</p> <p>Test how different balls bounce</p> <p>Make and test paper aeroplanes</p> <p>Design different marble runs or routes for waters and sand to travel down</p> <p>Identify objects being blown around outdoors</p> <p>Observe how different objects fall</p> <p>Observe how objects move in the wind</p> <p>Compare the movement of a ball and a balloon when bouncing, throwing and catching</p> <p>Explore how marbles moved through different liquids in sealed bottles</p> <p>Observe how sailing boats move through water</p> <p>Explore how to change how things work</p> <p>Explore how the wind moves objects</p> <p>Explore how objects move in water</p> <p>Use equipment to measure when pouring water and sand</p> <p>Record their observations when testing boats and aero planes</p> <p>Looking for dew, ice, icicles and frost in the playground</p> <p>Using their senses to explore natural materials in the environment, such as stones, twigs, leaves, feathers, seeds, flowers etc.</p> <p>Gathering natural materials to make collections</p> <p>Making pictures using natural materials they have gathered from the environment</p> <p>Making dens, nests, bug hotels etc. using natural materials</p> <p>Making ice pictures by putting water in a shallow tray and adding natural objects gathered from the environment and then leaving them outside to freeze or putting them in the freezer</p> <p>Making junk models with a range of materials, including natural materials they have gathered from the environment</p> <p>Making popcorn in a microwave and on a fire</p> <p>Making pizza dough with different flours</p> <p>Baking bread in different tins or for different times to compare the outcome</p> <p>Baking cupcakes and removing one after every five minutes</p> <p>Choosing where to put ice cubes in the playground and observing how quickly they melt</p> <p>Observing how a large block of ice changes over time, using string to measure around it</p> <p>Putting wax crayons in different areas of the playground and observing how they change</p> <p>Making a snowman and observing how it changes over time</p> <p>Making snowballs and putting them in different parts of the playground and observing how they change over time</p> <p>Exploring a range of materials in a sensory way, including natural materials</p> <p>Making objects from different materials, including natural materials</p> <p>Comparing how materials change.</p> <p>Use equipment to measure how objects melt</p> <p>Sort materials, including natural materials</p> <p>Record observations when materials are changing over time or in different conditions</p>	<p>Science:</p> <p>Observing that the Sun appears to move across the sky</p> <p>Observing that it is warmer and brighter when the Sun is shining than when it is behind the clouds</p> <p>Observing that they can see the Moon at night and sometimes in the day</p> <p>Observing that they can only see the stars at night</p> <p>Making model planets e.g. with papier-mâché or Modroc and balloons</p> <p>Modelling a cratered moon landscape with papier-mâché or Modroc</p> <p>Observing distant objects, including the Moon, with binoculars or a small telescope</p> <p>Sharing books and video clips about the Earth, Sun, Moon, planets and stars</p> <p>Joining materials to make model rockets, Moon buggies/Mars rovers and space stations</p> <p>Making and testing simple air-propelled card or plastic bottle rockets</p> <p>Sharing books and video clips about space exploration including video clips of astronauts walking on the Moon and floating in the space station</p>	<p>Science:</p> <p>Taking photographs of the plants they find in the school grounds</p> <p>Observing closely and drawing the plants in the school grounds</p> <p>Finding plants in the school grounds to match with photographs of them</p> <p>Looking at aerial views to count the number of trees in the school grounds</p> <p>Using a map of the school grounds, with pictures of where specific plants can be found, to find those plants</p> <p>Creating a map to show how to find their favourite plants in the school grounds</p> <p>Finding minibeasts in the school grounds</p> <p>Taking photographs of the minibeasts they find in the school grounds</p> <p>Matching the minibeasts they find to pictures that identify them</p> <p>Observing the minibeasts closely, using a magnifying glass or app on a tablet</p> <p>Drawing pictures of the minibeasts</p> <p>Creating a map to show where they found each type of minibeast</p> <p>Sharing books about minibeasts</p> <p>Playing with small world minibeasts</p> <p>Building minibeast homes</p> <p>Visiting a contrasting natural environment e.g. forest, beach, etc.</p> <p>Finding and taking photographs of plants and animals in the contrasting natural environment</p> <p>Sharing non-fiction and fiction books about the contrasting natural environment visited</p> <p>Animals</p> <ul style="list-style-type: none"> Sharing books about animals in the local area and animals in other countries e.g. jungle, polar regions, desert, ocean Looking at pictures of animals in different habitats Watching videos of animals in different habitats Playing games involving matching animals to their habitats Playing with small world animals in different habitats Visiting the zoo, focusing on animals that live in different habitats Caring for pets from a different habitat e.g. tropical fish Creating pictures of animals in their habitats Pretending to be animals Naming and describing animals they see in books, pictures, videos or while on a trip Describing different habitats 	<p>Science:</p> <p>Listen to sounds outside and identifying the source making the sounds.</p> <p>Going on a sound walk</p> <p>Closing eyes and listening to the sounds around them when outside</p> <p>Listening to rain, wind, thunder</p> <p>Recording sounds when outside</p> <p>Playing sound identification games</p> <p>Catching rain in metal buckets or saucers</p> <p>Making noise by blowing on a blade of grass</p> <p>Making wind chimes</p> <p>Using voices, instruments and other objects to mimic sounds they hear outdoors</p> <p>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. Global warming.</p> <p>Light:</p> <p>Looking for shadows created by the Sun on cloudy and non-cloudy days</p> <p>Drawing around shadows and comparing their shape and size</p> <p>Making shadows using their bodies, both outside using the Sun and inside using torches</p> <p>Making shadows using transparent and opaque objects/materials</p> <p>Putting hands in a beam of light and making shadow shapes</p> <p>Making shadows using shadow puppets or other objects</p> <p>Observing a toy outside and noticing how the shadow changes during the day</p> <p>Observing what areas are sunny and shady at different times in the day</p> <p>Sharing books about shadows</p> <p>Making rainbows from sunlight e.g. bubbles, water sprinkler, holographic paper, CDs etc.</p> <p>Sharing books about rainbows</p> <p>Measure the size of different shadows</p> <p>Sort objects/materials that make pale or dark shadows</p> <p>Record and observe how shadows change throughout the day</p>

Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what's special...	I wonder what happened before...	I wonder why things happen...	I wonder what is out there...	I wonder what lives there...	I wonder what's in the sea and on the shore...
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 will be continually encouraged to create props to use within their role play based activities.</i> <i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> <i>Children will sing nursery rhymes and songs daily.</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.					
	Art: Colour mixing and using and washing paint brushes correctly Making marks with wax crayons, felt tips, chalks. Creating observational drawings with pencils. Drawing self-portraits and pictures of family and friends Encourage children to use junk models and art work to use within own play Fruit portraits - artist Giuseppe Archimboldo. Design and Technology Design and make birthday cards to be given out during the year. Create super "gadgets" to turn yourself into a super hero Provide opportunities to work together to develop and realise creative ideas Play movement and listening games. Join in with role play games and use resources available for props, build models using construction equipment. Music Charanga - Me!	Art: Clay hedgehogs, fossils Firework pictures with small and large body movements Loose part large scale fireworks Christmas decorations, Christmas cards Clay Diva lamps Splatter painting - artist Jackson Pollock Christmas songs/poems Design and Technology Supporting children to design and make props for role play Salt dough fossils Christmas baking Build a castle - adding turrets using a Flange join and treasury tags for a drawbridge. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Develop storylines in their pretend play - e.g Role Play Parties and Celebrations Role Play of The Nativity Music Charanga - My stories	Art: Observational drawings of natural collections Transient art - creating pictures with natural materials - artist Andy Goldsworthy Megan Coyle Chinese writing Design and Technology Build a bridge for the three billy goats Provide children with a range of materials for children to construct with. Create collaboratively, sharing ideas, resources and skills. Make oat flapjacks for the three bears Chinese lanterns Music Charanga - Everyone	Art: African art - share traditional African art and explore colours and patterns used. Make comparisons to other art work and use some techniques to create own artwork. Painting planets using different textures and materials Pastel drawings, printing, patterns on Easter eggs, Design and Technology Make different textures, make patterns using different colours. Make a rocket Return to and build on their previous learning, refining ideas and developing their ability to represent them. UFO cupcakes Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons - Art Provide a wide range of props for play which encourage imagination. Music Charanga - Our world	Art: Clay snails Butterfly symmetry Observational drawings of spiders Transient art Design and Technology Design and make a sandwich Create a minibeast hotel to display in our school grounds in the woodwork area Design and make a scarecrow for our raised bed - The old barn visit Create a container for turnips. Music Charanga - Big bear funk	Art: Cutting and joining techniques Tissue paper flowers Under the sea weaving Staining pirate maps Design and Technology Threading and weaving paper and ribbons Sewing - making a bookmark Lighthouse designs Build a pirate ship Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Father's Day Cards and crafts Music Charanga - Reflect, rewind and replay

Reception Long Term Plan 23-24

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>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-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</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>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>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>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</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 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>	<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>