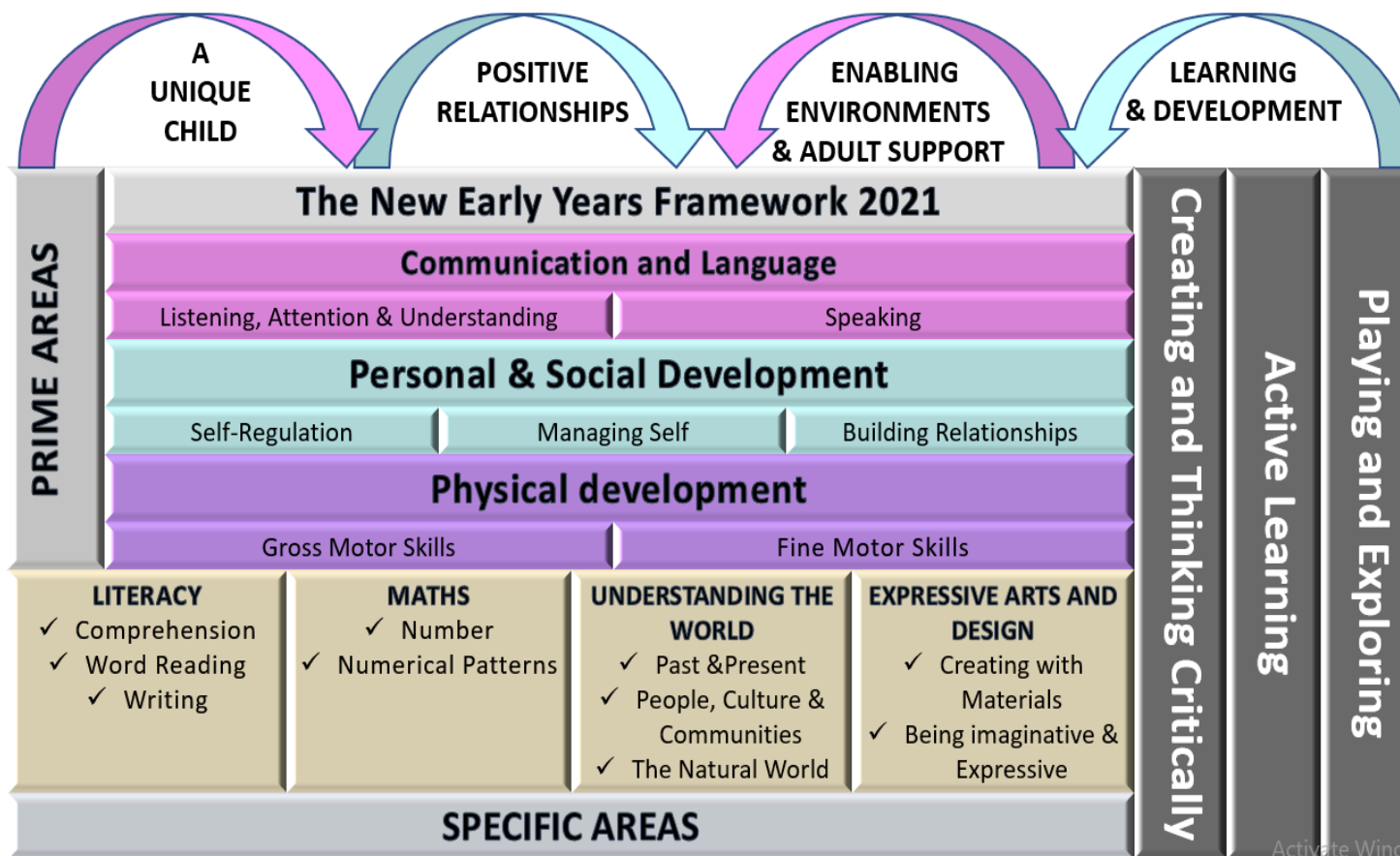








At Broadmayne we understand that play is a vehicle for learning.

Children feel valued and respected in school and staff pride themselves on building strong relationships with both parents/carers and children. We treat every child as an individual and are committed to the development of the 'whole child'.

We want children to be happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.



<b>Overarching Principles</b>	<p style="text-align: center;"><u>Characteristics of Effective Learning</u></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;"><u>Four guiding principles should shape practice in early years settings. These are:</u></p> <p><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. We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> 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. 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.'</p>

	Autumn 1 Amazing Autumn 	Autumn 2 Let's celebrate 	Spring 1 Wonderful winter 	Spring 2 Down on the Farm 	Summer 1 Minibeasts and life cycles 	Summer 2 Super summer and the sea 
General Themes  <i>NB: These themes may be adapted at various points to allow for children's interests</i>	<b><u>AMAZING AUTUMN!</u></b>  My new class School values - Safe, Kind & Respect  My family links to RE and belonging Relationships and feelings  Autumn - Weather / seasons	<b><u>LET'S CELEBRATE</u></b>  Firefighters Diwali Christmas Remembrance Day Bonfire Night - (history & safety)  Weather / seasons - Winter	<b><u>WONDERFUL WINTER</u></b>  New Year celebrations Valentine's Day Chinese New Year  Persian New Year - Nowruz Holi Eid  Weather / seasons - Winter & first signs of spring	<b><u>Down on the Farm</u></b>  Pancake Day Fairtrade Easter  Plants & Flowers Planting /growing beans/seeds Make a sculpture: Andy Goldsworthy  'Weather / seasons - Spring	<b><u>Minibeasts and Lifecycles</u></b>  What lives in our pond? Life cycles Farm animals/trip - habitats  Reduce, Reuse & Recycle Fun Science / Materials  Weather / seasons - summer	<b><u>SUPER SUMMER &amp; THE SEA!</u></b>  Mermaids Looking after the ocean Marine life Holidays - where shall we go? Postcards Seasides in the past Compare: Now and then! Seaside art Weather / seasons - summer (including beach safety and sun safety)
Visits/Visitors			Chinese cooking	Wessex Wild to come in and talk about farming through the seasons	Visit to Wessex Wild - habitats  Beekeeper to come in	
'Wow' moments Enrichment		Remembrance - poppies  Anti bullying and safe and healthy me week w/b 14th November  <i>Nativity Performance Christmas Jumper/Party Day</i>	Ice Experiments  <i>Chinese New Year dance</i>  <i>Children's Mental Health week and internet safety</i>	Take one Picture Week w/b 20/2  <i>World Book Day 2/3</i>  <i>Comic relief 17/3</i>	'Flying' to a different country. Bird Watching Tadpoles  Hatch butterflies/ladybirds	Sports day  Year 4 play

	Our British Values are covered all through the year. Some are explored in more detail as a whole school with links to our school values of Safe, Kind and Respect.					
<b>British Values</b> These Values are ongoing through the year	<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.	<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. Done through celebrations	<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. Class rules	<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.	<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.	<b>Recap all 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.
<b>Assessment opportunities</b>	In-house - Baseline data on entry RBA Baseline data by end of term Phonics assessments Key word assessments	Ongoing assessments Pupil progress meetings End of term Assessments Phonics assessments Key word assessments		End of term Assessments Phonics assessments Key word assessments		Reports Phonics assessments Key word assessments EYFS Profile - ELGs
<b>Parental Involvement</b>	Welcome emails Meet and greet Parents informal meeting	Nativity		Class assembly		Sports Day Dance Day Year 4 play

	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<p>Poems/Rhymes</p> <p><i>This is a selection of possible poems that link with the topics</i></p> <p><i>PB = Poetry Basket</i></p>	<p>Five Little Pumpkins - PB</p> <p>Falling Apples - PB</p> <p>A Basket of Apples - PB</p> <p>Leaves are Falling - PB</p> <p>If I were So Very Small - PB - Summer</p> <p>Firework poems - Giant Rocket and Crackle Spit. Firework night Enid Blyton</p>	<p>Pointy Hat - PB</p> <p>Breezy Weather - PB</p> <p>Who has Seen the Wind? - PB</p> <p>Cup of Tea - PB</p> <p>Mice - PB</p> <p>Shoes - PB</p>	<p>On the Ning, Nang, Nong</p> <p>Old MacDonald Had a Farm</p> <p>Pancakes - PB</p> <p>Chop Chop - PB - Autumn</p> <p>Popcorn - PB</p> <p>I Can Build a Snowman - PB</p> <p>Carrot Nose - PB</p> <p>Hooray hooray it's New Year's Day</p>	<p>A Little House - PB</p> <p>Spring Wind - PB</p> <p>Hungry Birdies - PB</p> <p>Stepping Stones - PB</p> <p>Five Little Peas - PB - Summer</p> <p>Mrs Bluebird - PB</p>	<p>There's a Worm at the Bottom of the Garden</p> <p>Incy Wincy Spider</p> <p>Wise Old Owl - PB - Autumn</p> <p>Five Little Owls - PB</p> <p>A Little Seed - PB - Spring</p> <p>Under a Stone - PB</p> <p>I have a Little Frog - PB</p> <p>A Little Shell - PB</p>	<p>Yellow Submarine Dance - PB</p> <p>Pitter Patter - PB</p> <p>Sliced Bread - PB</p> <p>The Fox - PB</p> <p>Monkey Babies - PB</p> <p>Thunderstorm - PB</p>
<p>Focus books for learning</p> <p><i>Story Dough/ Drawing Club</i></p>	<p>Enormous Turnip</p> <p>The Colour Monster</p> <p>Dear Zoo</p>	<p>What's in the Witch's Kitchen?</p> <p>The Gingerbread Man</p> <p>A Great Big Cuddle - Poetry anthology pt 1</p>	<p>Goldilocks</p> <p>The Tiger that came to Tea</p> <p>Going on a bear Hunt</p>	<p>Rosie's Walk</p> <p>Room on the Broom</p> <p>What the Ladybird Heard</p>	<p>Jack &amp; the Beanstalk</p> <p>Owl Babies</p> <p>A Great Big Cuddle - Poetry anthology part 2</p>	<p>The Hairy Toe</p> <p>Tiddler</p> <p>Hooray for Fish</p>
<p>High quality Supporting Texts/'Wow' starters</p> <p><i>(including traditional tale)</i></p>	<p>Toddle Waddle (onomatopoeic words)</p> <p>Cock-a-Moo-Moo (animal sounds)</p> <p>Oi Frog! (rhyme)</p> <p>Colour Monster</p> <p>The Wombles - Autumn Leaves (clip)</p> <p>Traditional tale - Enormous Turnip (2 weeks of CP &amp; Drawing Club)</p>	<p>Funnybones</p> <p>Stick Man</p> <p>The Christmas Story</p> <p>Duck in the Truck</p> <p>The Snowman</p> <p>Mr Ben (Clip)</p> <p>Traditional tale - Gingerbread Man 2 weeks of CP &amp; Drawing Club)</p>	<p>The Tiger who came to Tea</p> <p>King Rollo (clip)</p> <p>Road Runner (clip)</p> <p>Traditional tale - Goldilocks (2 weeks of CP &amp; Drawing Club)</p>	<p>Non-fiction books on chicks</p> <p>Farmer Duck</p> <p>Chicken Licken</p> <p>The Little Red Hen</p> <p>Farmyard hullabaloo</p> <p>On the Farm</p> <p>Apple Tree Farm</p> <p>Traditional tale - Three Little Pigs 1 week and Little Red Hen 1 week of CP &amp; Drawing Club</p>	<p>Hungry Caterpillar</p> <p>Bad Tempered Ladybird - Eric Carle Author study?</p> <p>Superworm</p> <p>Would you Rather?</p> <p>Willo' the Wisp (clip)</p> <p>Superworm</p> <p>Bill and Ben - The Rainbow (clip)</p> <p>Traditional tale - Jack and the Beanstalk 2 weeks of CP &amp; Drawing Club)</p>	<p>Snail and the Whale</p> <p>Tiddler</p> <p>Rainbow Fish</p> <p>Commotion in the Ocean</p> <p>Lost and Found</p> <p>Wacky Races (clip)</p> <p>The Naughty Bus</p> <p>Bananaman (clip)</p> <p>What the Ladybird Heard at the Seaside</p> <p>Traditional tale - Little Red Riding Hood 2 weeks of CP &amp; Drawing Club)</p>

	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<p>Writing</p> <p>Texts may alter due to children's interests</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing</p> <p>Shopping lists.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Silly soup.</p> <p>Names Labels.</p> <p>Writing for a purpose in role play</p>	<p>Recount.</p> <p>Name writing, labelling, talk for writing, story scribing.</p> <p>Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words.</p> <p>Writing CVC words.</p>	<p>Talk about exciting adjectives 'Wow words'</p> <p>Rhyming words/sentences</p> <p>Instructions</p> <p>Captions</p> <p>Writing recipes, lists.</p>	<p>Creating own story maps.</p> <p>Writing captions and labels.</p> <p>Writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Character descriptions.</p> <p>Order the Easter story</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lowercase and capital letters correctly.</p> <p>Rhyming words.</p> <p>Labels and captions - life cycles</p> <p>Recount - A trip to the farm</p>	<p>Non fiction</p> <p>Story writing.</p> <p>Writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use 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 - sea creatures</p>
<p>Writing progression</p>	<p>Assign meanings to marks</p> <p>Writing their own name</p> <p>Begin to write initial and end sounds.</p>	<p>Becoming aware of letter/sound connections.</p> <p>Begin to write recognisable letters.</p> <p>Uses some sounds correctly when sounding out a word to write - CVC</p>	<p>Uses writing to convey meaning.</p> <p>Continue to write CVC words (starting to use basics 3) and simple sentences.</p>	<p>Uses phonic knowledge effectively when writing.</p>	<p>Sentence construction.</p> <p>Different genres.</p>	<p>Writing clear sentences with capital letters and punctuation.</p> <p>Use adjectives and words to add interest.</p>
<p>PHONICS COVERED</p> <p><i>Basics 1 - ongoing</i></p>	<p>Basics 2</p>	<p>Basics 2 (and first few from basics 3 to finish alphabet.)</p>	<p>Basics 3</p>	<p>Basics 3</p>	<p>Using and applying all known phonics from basics 2&amp;3 in reading and writing.</p> <p>Review and revisit where needed.</p>	<p>Using and applying from basics 2&amp;3.</p> <p>Begin Basics 4 if secure with Basics 2 &amp; 3</p>

	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<b>Communication and Language (from statutory framework for EYFS)</b>	<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, and 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, storytelling and role play</b>, where children share their ideas with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of <b>vocabulary and language structures</b>.</p>					
<p>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, Word of the day.</p> <p>Daily story time using high quality texts</p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b> Develop vocabulary: Word of the day  Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Develop vocabulary: Word of the day  Asks how and why questions... Retell a story with story language Remember key points from a story  Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Explain to me!</b> Talk Boost Word Aware: word of the day Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more</p>	<p><b>Can you recount an event?</b> Word Aware: Word of the day I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle Articulate a life cycle</p>	<p><b>Tell me about differences?</b> Word Aware: Word of the day I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year</p>



# Reception Long Term Plan 24-25



	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<b>Communication and Language</b> (from statutory framework for EYFS)	<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, storytelling and role play</b>, 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 <b>vocabulary and language structures</b>.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, Word of the day.  Daily story time using high quality texts	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Develop vocabulary: Word of the day  Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	Tell me why! Develop vocabulary: Word of the day  Asks how and why questions... Retell a story with story language Remember key points from a story  Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Explain to me! Talk Boost Word Aware: word of the day Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	Can you recount an event? Word Aware: Word of the day I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle Articulate a life cycle	Tell me about differences? Word Aware: Word of the day I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year





# Reception Long Term Plan 24-25



	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<b>Personal, Social and Emotional Development</b> (from statutory framework for EYFS)	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
<b>Managing Self</b> Self regulation Making relationships	<u>Heart smart</u> <u>Getting Heartsmart</u> Introduction to Boris, learn ways to be Heartsmart, recognise emotions - links to Colour Monster and Bucket Filling  Handwashing Class rules: Behavioural expectations in the class/boundaries set School Values - Safe, Kind, Respect	<u>Heart smart</u> <u>Don't forget to Let Love in</u> I am loved, I am special, we all have talents and skills.  I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>Heart smart</u> <u>Too Much Selfie Isn't Healthy</u> Our families, how I am feeling, ways to show care, being thankful.  SMART rules Oral hygiene: teeth cleaning linked to the dental nurse	<u>Heart smart</u> <u>Don't Hold on to What's Wrong!</u> Being friends. listening, being kind, saying sorry. Healthy eating: Fruit kebabs/making a fruit smoothie	<u>Heart smart</u> <u>Fake is a Mistake!</u> Truth and lies, being honest, being ourselves, being thankful.  Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>Heart smart</u> <u>No way through isn't true!</u> Making mistakes, challenges, being stuck, when I grow up and change.



# Reception Long Term Plan 24-25



	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<p><b>Physical development</b> (from statutory framework for EYFS)</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, coordination 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, coordination 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 coordination, 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>Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Gross motor</p> <p>Weekly Cosmic Kids Yoga Lesson</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, coordination 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, coordination 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 coordination, 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. Manipulate objects with good fine motor skills <u>Draw lines and circles using gross motor movements</u> Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand <u>Teach and model correct letter formation.</u></p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. <u>Begin to form letters correctly.</u> Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. <u>Forms recognisable letters most correctly formed.</u></p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. <u>Develop pencil grip and letter formation continually</u> Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. <u>Form letters correctly</u> Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego</p>
	<p>IMOVES iexercise Pilates</p>	<p>IMOVES imoves Gymnastics</p>	<p>IMOVES ipractice Dance</p>	<p>IMOVES icommunicate Dance</p>	<p>IMOVES icreate ithink</p>	<p>Swimming</p>
	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, scooters, wheelbarrows, and prams are all good options</p>					

	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<p><b>Literacy</b> (from statutory framework for EYFS)</p> <p>Comprehension - Developing a passion for reading Children will not only have reading books appropriate to their level of phonic knowledge but will also take home 'own choice' books for sharing to increase enjoyment.</p> <p>Word Reading</p>	<p>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 <b>speedy</b> working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy</b> recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p>I can show a preference for a book, song or rhyme.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense.</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
	<p>Phonic Sounds: Super Sonic Phonic Friends Whole class</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p> <p>Basics 1 - alliteration, rhyme, environmental sounds</p> <p>Basics 2</p>	<p>Phonic Sounds: Super Sonic Phonic Friends Whole class</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Phase 2 words including some tricky words</p> <p>Basics 2</p> <p>Handwriting block</p>	<p>Phonic Sounds: Super Sonic Phonic Friends Whole class</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can read simple words by blending sounds and I check what I read makes sense and sounds right</p> <p>Basics 3</p>	<p>Phonic Sounds: Super Sonic Phonic Friends Whole class</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Basics 2 words</p> <p>I can read some of Basics 3 words</p> <p>Basics 3</p>	<p>Phonic Sounds: Super Sonic Phonic Friends Whole class</p> <p>I can read Basics 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p>Phonic Sounds: Super Sonic Phonic Friends Whole class</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<b>Maths</b> (from statutory framework for EYFS)	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 count <b>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 and peers</b> about what they notice and not be afraid to make mistakes.					
	Baseline/getting to know you  Subitising - what do you see and how do you see it?  1. Subitising within 3. (Subitising)  2. Focus on counting skills (counting, ordinality and cardinality.)  3. Explore how all numbers are made of ones. Focus on the composition of 3 & 4 (composition)  4. Subitise. Count sounds. (Subitising)  5. Comparison of sets by looking. Use the language 'more' and 'fewer' (Comparison) Exploring patterns  Investigate weight and capacity in cooking the soup and bread - links to The Enormous Turnip  Investigate months of the year;	6. Focus on counting skills.  Focus on the five-ness of 5 (counting, ordinality and cardinality.)  7. Comparison of sets. Use the language of comparison - more than, fewer than, equal to) (Comparison)  8. Explore the concept of part and whole (Composition)  9. Focus on the composition of 3, 4, and 5 (Composition)  10. Practice object counting skills. Match numerals to quantities to ten. Verbally count beyond 20. (counting, ordinality and cardinality.)  Circles and triangles & Spatial awareness  Night and day (routines/time)	11. Subitise within 5 - die patterns Match numerals to quantities up to 5. (counting, ordinality and cardinality.)  12. Counting - focus on ordinality and the staircase pattern. Each number is one more than the previous. (counting, ordinality and cardinality.)  13. Focus on 5. (Composition)  14. Focus on 6 and 7 as '5 in a bit' (Composition)  15. Compare sets and use language of comparison Make unequal sets equal (Composition)  Mass and capacity Length and height	16. Focus on the staircase patterns and ordering numbers. (counting, ordinality and cardinality.)  17. Focus on ordering numbers to 8. Use language of less than. (Comparison)  18. Focus on 7 (Composition)  19. Doubles - explore how some numbers can be made with 2 equal parts (Composition)  20. Sorting numbers according to attributes - odd and even. (Composition) 3D shape Consolidation (respond to what they need more support with)	21. Counting - larger sets and things that cannot be seen Counting patterns/spatial reasoning (counting, ordinality and cardinality.)  22. Subitising to 6 - including structured arrangements. (Subitising)  23. Composition - 5 and a bit (Composition)  24. Composition of ten (Composition)  Sunflower Project - Karen Wilding Linking maths with growing.	25. Comparison - linked to ordinality. Play track games. (Comparison)  26. Subitise to 5. Introduce the Rekenrek (Subitise)  Review and Assess:  Automatic recall of bonds to 5. Composition of numbers to ten. Comparison. Number Patterns. Counting.

	Autumn 1 Amazing Autumn	Autumn 2 Let's celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<p><b>Understanding the world (from statutory framework for EYFS) SCIENCE</b></p> <p>Ask 'why' and 'how' questions whilst exploring the natural world around them.</p>	<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>I show care for living things (pets)</p> <p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <ul style="list-style-type: none"> <li>• know about similarities and differences in relation to places and living things.</li> <li>• talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>o I can talk about why things happen: making bread (for vegetable soup)</li> </ul> <p>What can we find growing/ living in the school grounds (Reception outdoor area and school woodlands). This continues all year round. To point at and describe different plants that grow in the different parts of our school grounds - including the woodland area</p> <p>To experience the different textures and smells of these plants e.g. crayon rubbing, pressing into playdoh, adding herb leaves to mud kitchen cooking!!</p>	<p>Know about similarities and differences in relation to places and living things.</p> <ul style="list-style-type: none"> <li>o Similarities and differences between countries/environments/ Africa/Animals using Handa's Surprise</li> <li>• talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe</li> </ul> <p>Ourselves - e.g. eye colour, finger prints - fits in with Heart Smart</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To notice changes e.g. in the woodland area - e.g. leaves coming down e.g. jump into leaf piles, leaf rubbings, decorate class tree with autumn leaf rubbings, play with seeds e.g. conker, acorns, sycamore keys</p>	<ul style="list-style-type: none"> <li>o Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>o Talk about experiences at different points in the year (class calendar for each month)</li> <li>o Changing seasons: winter</li> <li>o Ice experiments</li> <li>o I understand the effects of changing seasons on the world around me</li> </ul> <p>Investigating ice.</p> <p>Which clothes do we need to wear &amp; why (also discussed all year round)</p> <p>Talk about their observations and draw pictures of: animals and plants; materials that change (e.g. ice to water)</p> <p>To discover and describe ice, frost, hail, snow as the environment allows.</p> <p>To melt ice and observe it as it melts.</p> <p>To melt food items e.g. chocolate as part of cooking, soften fat whilst making bird feeders</p> <p><u><a href="#">Bird count and learning all about our birds</a></u></p>	<p>I can tell you what a plant needs to grow (growing the beanstalk)</p> <p>I can understand the key features of the life cycle of a plant</p> <p>K+U skills: • Explore the natural world around them, making observations and drawing pictures of plants</p> <ul style="list-style-type: none"> <li>• know about similarities and differences in relation to places and living things.</li> <li>• talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul> <p>Planting seeds - links with dance.</p> <p>Signs of spring</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To describe what a seed needs to grow (plant and water it, place it in the sunlight)</p> <p>To describe how a seed grows (draw it, represent it through dance)</p>	<ul style="list-style-type: none"> <li>o Growth &amp; Change: frog life cycle</li> <li>o I can show care and concern for living things in the environment <ul style="list-style-type: none"> <li>o I can talk about things I have observed such as animals</li> <li>o Growth &amp; Change: chick life cycle</li> <li>o Environment: care can concern: chicks</li> </ul> </li> <li>o I can start to develop an understanding of growth, decay and changes over time</li> <li>o I can talk about some of the things I have observed such as plants, animals, natural and found objects</li> </ul> <p>I can understand the key features of the life cycle of an animal</p> <p>K+U skills: • Explore the natural world around them, making observations and drawing pictures of animals</p> <p>To notice what the observed creatures are doing and suggest why they are doing it. (For example, why the woodlice scurry away, why some creatures are green and some are brown)</p> <p>Birds (including owls on the wildlife Trust's webcam), Literacy link "Owl Babies"</p> <p>Talk about 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>To notice what the observed creatures are doing and suggest why they are doing it. (For example - why the mole owl leaves food in the nesting box, why the owlets open their beaks)</p> <ul style="list-style-type: none"> <li>• talk about the features of their own immediate environment and how environments might vary from one another - habitats on the farm.</li> </ul> <p>Minibeasts all around the school grounds &amp; in books.</p> <p>Talk about 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>	<ul style="list-style-type: none"> <li>o Materials: Floating / Sinking – boat building</li> <li>o Metallic / non-metallic objects</li> <li>o Share non-fiction texts that offer an insight into contrasting environments.</li> <li>o Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>o I can talk about ways in which I can look after the environment</li> </ul> <p>Offer explanations</p>

	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<p><b>Understanding the world (from statutory framework for EYFS) 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>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me</li> <li>Show interest in the lives of other people who are familiar to me</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>I can show an interest in different occupations and ways of life</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about significant events in my own experience</li> <li>I can recognise and describe special times or events for family or friends Christian story of Christmas</li> <li>I can recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> </ul> <p>Celebrate Luna New year Recognising that people have different beliefs</p> <ul style="list-style-type: none"> <li>Talk about experiences at different points in the year (class calendar for each month) celebrate other New Years from other cultures/religions - see RE plans</li> </ul>	<p>I can describe special events (Easter)</p> <ul style="list-style-type: none"> <li>Growth &amp; Change: chick life cycle               <ul style="list-style-type: none"> <li>Calendar of the year displayed and referred to</li> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</li> </ul> </li> </ul> <p>Salvation - Easter - Christianity Q - Why do Christians put a cross in an Easter garden?</p> <p>Christians believe that Jesus is their savior.</p>	<p>Learning from stories</p> <p>Q - What can we learn from stories?</p> <p>Christianity, Hinduism, Sikhism and Islam</p> <p>The Boy Who Cried Wolf - Christianity The Crocodile and The Priest (A Sikh Story)</p> <p>Bilal and the Beautiful Butterfly (A Muslim Story) The Gold-Giving Serpent - Indian folk story Best Friends (A Story from Asia) The Lost Coin (A Christian Parable)</p>	<p>Q - What makes a place special?</p> <p>Christianity, Islam, Judaism Our rooms, Our houses, Churches, Mosques, Synagogues</p>
	<p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part our school family Which stories are special and why? Diwali</p>	<p>What times are special and why? Which stories are special and why? Christmas</p>	<p>What times are special and why? Chinese new year Nowruz, Holi New Year</p>	<p>What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</p>	<p>What is special about our world? Awe and wonder: growth and change of animals</p>	<p>What is special about our world? Summer Solstice</p>

	Autumn 1 Amazing Autumn	Autumn 2 Let's celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
Understanding the world (from statutory framework for EYFS) <b>History</b>	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.					
	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me</li> <li>Show interest in the lives of other people who are familiar to me</li> </ul>	<ul style="list-style-type: none"> <li>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</li> <li>I can talk about significant events in my own experience</li> <li>Changing seasons - Autumn</li> <li>I can recognise and describe special times or events for family or friends</li> </ul> Remembrance and WW1, WW2 and other wars <ul style="list-style-type: none"> <li>Enquiry 2: Why do we wear different clothes at different times of the year? (HA enquiry 2) - winter</li> </ul>	<ul style="list-style-type: none"> <li>Talk about experiences at different points in the year (class calendar for each month)</li> <li>Changing seasons: winter</li> <li>I understand the effects of changing seasons on the world around me</li> </ul> What are our favourite celebrations each year? (HA enquiry 3) (Links to Discovery RE Celebrations topic)  Make a timeline throughout and reflect on the different events.	Continuation of class time line	<ul style="list-style-type: none"> <li>Growth &amp; Change: frog life cycle</li> <li>I can start to develop an understanding of growth, decay and changes over time</li> <li>Growth &amp; Change: chick life cycle</li> </ul> When we were babies! How have we changed since September?	<ul style="list-style-type: none"> <li>Seasides long ago – Magic Grandad compare and contrast past and present</li> <li>Enquiry 2: Why do we wear different clothes at different times of the year? (HA enquiry 2) - summer</li> </ul>

	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<b>Understanding the world (from statutory framework for EYFS) Geography</b>	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.					
	Pirate maps (maps of school to find treasure)  Our school grounds Autumn - changes outside  Car mat & small world  Pirate maps  Links to RE - finding India and UK on Google maps - festival of Diwali	Similarities and differences between countries/environments/Africa/Animals using Handa's Surprise  Share non-fiction texts that offer an insight into contrasting environments.  Winter - changes outside  Story maps	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.  Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.  Changing seasons: winter  Ice experiments  Knowing there are different countries in the world (China)  Going on a Bear Hunt: in the woods, in the hall, small world (link to farm trip in the summer term)  Finding the poles on the globe (Google Earth) (Polar bears), looking at photos of the coldest parts of the world.  Links to RE - Chinese New Year - find China and UK on the map British New Year - where is Scotland? Physical features of Scotland. Also look at Wales and N Ireland - UK	Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Spring - changes outside  Links to RE - finding India and UK on a map - festival of Holi  Links to RE - finding Iran and UK on Google maps - festival of Nowruz/Persian New Year  Mapping skills - Rosie's Walk	Continuing with the school grounds aspects of contrasting areas- why creatures (birds/minibeasts) choose to live in the different areas. - farm trip - habitats - Bear hunt  Natural Art in the Woods using objects found on the way to and within the woods.  Potential trip to the Wash Ponds?  What is special about our world? Awe and wonder: growth and change of animals	Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  Holidays  Directions/ routes  I can draw information from a simple map  I can talk about ways in which I can look after the environment  Pirate maps (maps of school to find treasure)  Song "I Turn on the Tap!" Where do we get water from? How about people in other countries? Read "The Water Princess" by Georgie Badiel  <a href="#">Water Walk   WaterAid</a>  What is special about our world? Summer Solstice



	Autumn 1 Amazing Autumn	Autumn 2 Let's Celebrate	Spring 1 Wonderful Winter	Spring 2 Down on the Farm	Summer 1 Minibeasts and Life Cycles	Summer 2 Super Summer and the Sea
<p><b>Expressive Arts and Design</b> (from statutory framework for EYFS)</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion Join in with songs, beginning to mix colours, build stories around toys (small world) use available props to support role play, build models using construction equipment.</i></p> <p><i>Work will be displayed in the classroom</i> Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. 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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of a flower - Sunflower</p> <p>I can talk about a famous artist. (Van Gogh)</p> <p>Feelings: taking photos of children acting out emotions - link to colour monster</p> <p>▪ Use different vegetables for printing to create different sizes, shapes, patterns and effects. Junk modelling, take picture of children's creations and record them explaining what they did - Boris</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p>	<p>I can explore how colour can be changed</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: tiger skin</p> <p>Famous artist linked to frozen/ice/winter?</p> <p>Van Gogh Starry Night - frosty clear nights. I can produce a piece of artwork using an artist style as a stimulus.</p> <p>I can talk about a famous artist.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals</p> <p>Mother's Day crafts ?</p> <p>Daffodil - painting and making</p> <p>Exploration of other countries - dressing up in different costumes Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>Andy Goldsworthy natural art</p>	<p>Making houses for bugs and other animals Pastel drawings, Life cycles,</p> <p>I can combine media to make a collage (collage chick)</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d ladybird shells: papier mache: working in pairs</p> <p>I can use various construction materials: making a bridge for the Billy Goats Gruff</p> <p>Bridges - links to RE and Christianity</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing - underwater pictures.</p> <p>Father's Day Crafts ?</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p>



# Reception Long Term Plan 24-25



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><u>ELG: Listening, Attention and Understanding</u></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><u>ELG: Speaking</u></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><u>ELG: Self-Regulation</u></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><u>ELG: Managing Self</u></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><u>ELG: Building Relationships</u></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><u>ELG: Gross Motor Skills</u></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><u>ELG: Fine Motor Skills</u></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><u>ELG: Comprehension</u></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><u>ELG: Word Reading</u></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><u>ELG: Writing</u></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><u>ELG: Number</u></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><u>ELG: Numerical Patterns</u></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><u>ELG: Past and Present</u></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><u>ELG: People, Culture and Communities</u></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><u>ELG: The Natural World</u></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><u>ELG: Creating with Materials</u></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><u>ELG: Being Imaginative and Expressive</u></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>



# Reception Long Term Plan 24-25



Possible Diversity/PSED Texts to be read throughout the year during story time sessions

BAME main characters	Cultural Diversity	Neurodiversity	Physical disabilities	Different families
So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies
<u>Kindness:</u> Dogger, Room on the broom (The Giving Tree) Lost and Found <u>Self belief</u> Gruffalo (How to Catch a Star)	<u>Honesty:</u> (Do unto otters) <u>Independence:</u> (Iggy Peck architect) Lost and found (The missing Piece) (The Way back Home)	<u>Respect:</u> Bog Baby Little Rabbit Foo Foo (The Great Kapok Tree) (Tusk Tusk) <u>Resilience:</u> Peace at last (After the Storm) ( Peter and the wolf) (Kevin the Cat with the Magic Hat) (Up and Down) Monkey Puzzle (The Way Back Home)	<u>Responsibility:</u> (One world) Bog baby (The great kapok Tree) <u>Curiosity:</u> The mole who knew it was none on his business	