

**“Young children learn from those they trust and with those who foster enthusiasm for learning.”**

**Trevarthen, 2002**

# *Reception Long Term Plan 2022-2023*



**“The education of even a very small child does not aim at preparing him for school but for life.”**

**Maria Montessori, 1967**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><b>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</b></p> <p><b>WELL-BEING &amp; Behaviour For Learning</b></p>	<p><b>All About me!</b> Starting school My new class Staying healthy / Food Human body <b>Oral health</b> <b>How have I changed?</b> My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p> <p>Autumn changes</p> <p>Drawing club</p>	<p><b>Terrific Tales!</b> Traditional Tales <b>People Who Help Us - shop staff, hairdressers, police, fire, nurses, ... (familiar to them).</b> Little Red Hen - Harvest Old favourites – <b>Past and Present</b> <b>Nursery rhymes (past) - Jack and Jill, Queen of Hearts, Polly put the kettle on ....</b> Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas</p> <p>Celebrations Music, rhythm, beat, sound vibrations,</p> <p>Light - shadows, travelling through transparent material,</p> <p>Seasons - Autumn</p>	<p><b>Amazing Animals!</b> Animals around the world Climates / Hibernation Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough</p> <p>Name and describe animals</p> <p>Contrasting location - Arctic Materials – ice, water, Winter</p> <p>Animal drawings</p> <p>Science week - magnets</p> <p>Colour mixing</p>	<p><b>Come Outside!</b> Plants &amp; Flowers Weather / seasons Does the moon shine? The great outdoors Life cycles</p> <p>Down on the Farm</p> <p>Forest School Planting seeds</p> <p>Name and describe some plants</p> <p>Drawing flowers Make a sculpture: Andy Goldsworthy</p> <p>Care for the natural world - Reduce, Reuse &amp; Recycle</p> <p>Gardening</p> <p>Baking - apples, rhubarb etc...</p> <p>Spring changes</p>	<p><b>Ticket to ride!</b> Around the Town How do I get there? Simple maps - vocab. Address School location aerial views Draw imaginary maps for stories Draw real maps</p> <p>Where in the world have you been? Where do we live in the UK / world?</p> <p>Contrasting location - Africa</p> <p>Fly me to the moon! Who was Neil Armstrong?</p> <p>Vehicles past and Present Design your own transport!</p>	<p><b>Fun at the Seaside!</b> Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life</p> <p>Contrasting location - Australia – coral reef, sharks, ...</p> <p>Pirates</p> <p>Floating and sinking</p> <p>Seasons - Summer</p>

*We understand that children will make progress at different times. There is no right time... they will progress when they are ready.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>'Wow' moments / Enrichment Weeks</b>	Books to go home! Autumn Trail Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day What do I want to be when I grow up? Video for parents.	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Stories by the Fireside Bedtime stories – PJs, hot chocolates, sleeping bags and teddies. Nurse/Firefighter visit Walk into KL - community Vicar visit  Abbot Hall - art gallery Homes in the past.	Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day!	Walk to the park / Picnic Planting seeds Easter time Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Science Week Eater Egg Hunt  Visit to the farm Caterpillars Frogspawn Chicks?	Post a letter Food tasting – different cultures Map work - Find the Treasure Link with sch in Lanc Start of Ramadan Eid D-Day Let's fly - Role play and Green Screen Bus ride around KL Bike week	Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day Ice – Cream at the park Water day

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General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Characteristics of Learning	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</p>					

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<b>Our School Values</b>	Honesty	Trust	Respect	Perseverance	Responsibility	Recap all British and School Values
<b>British Values</b>	Mutual respect: treat others as you want to be treated	Mutual Tolerance - everyone is valued	Rule of Law Right from wrong - understanding actions have consequences Feeling safe	Individual Liberty - own views and freedom for everyone	Democracy - everyone has equal rights and is treated equally	
<b>RE Topics</b>	What feelings can we talk about? Why do we have Harvest festivals?	How is light used in celebrations? Why do Christians celebrate the birth of Jesus?	How did Jesus affect some of the people he met? How can we use our hands?	Why do we talk about New Life at Easter? Who helps us? Who can we help?	How and why are weddings celebrated? Where do I belong?	What are special clothes? How do we feel on a journey?
<b>Assessment opportunities</b>	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term RWI Phonics Assessments	On going assessments Pupil progress meetings Parents evening info EYFS team meetings Autumn 2 Assessments	GLD Projections for EOY Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Spring 2 Assessments	Cluster moderation EYFS team meetings EY Profile data	Pupil progress meetings EYFS team meetings EOY data
<b>Parental Involvement</b>	Staggered Start Home visits / Parents Evening Harvest Assembly Home / School Agreement Parents Welcome Meeting – Phonics, Reading and Early Maths	Proud Clouds Nativity Maths workshop Parents Evening Bedtime stories at home Parents invited for story times.	Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show! Classroom Art Gallery of different Animal Art Parents view Learning Journeys in School	Proud Clouds Parents Evening Share a story Sunflowers to send home to grow. Show and Tell Show for parents	Proud Clouds Share a story Maths Morning – Look how far we have come! Photos of holidays View Learning Journeys	Proud Clouds Share a story Graduation Ceremony KS1 Show

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Listening Skills</b>	Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound.	Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying.	Understand why listening is important.	Listen to and understand instructions about what they are doing, whilst busy with another task.	Listen attentively and respond to what they hear with relevant questions, comments, or actions.
<b>Attention Skills</b>	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.	Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions in the hall is important. Shift attention when required e.g. when given a clear prompt - 'name'.	Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.	Listen and continue with an activity for a short time.	Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.
<b>Responding Skills</b>	Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'chime = freeze & show me 5'	Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book.	Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.	Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.	Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat"
<b>Understanding Skills</b>	Follow 1 step instructions e.g. put bookbag in drawer. Understand 'why' questions.	Follow instructions with 2 parts in familiar situations.	Consider the listener and takes turns to listen and speak in different contexts.	Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition	Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.	Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g. Animals, Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth.

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**.

General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Speaking Skills	<p>Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. ‘Good Morning!’ Use talk to organise themselves and their play.</p>	<p>Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts ‘and’ ‘because’. Retell a past simple event e.g. how scratched knee’ Recognise words that rhyme or sound similar E.g. “Cat and hat Develop social phrases – “Good morning, how are you?”</p>	<p>Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p>Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own stories for teacher scribing. Use simple conjunctions ‘and’, ‘because’. Use talk to help work out problems and organise thinking and activities.</p>	<p>Recount an event in the correct order and some detail. Give some details that they know are important and will influence the listener E.g. “Ahmed fell over that stone, Javid didn’t push him”. Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use language to reason and persuade E.g. “Can I go outside because it’s stopped raining?”</p>	<p>Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. “I made a big round pizza with tomato, cheese and ham on top” Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ E.g. “I can have a biscuit if I eat all my dinner”</p>
Ongoing throughout the year	<p>Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs.</p>					

General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
<b>Personal, Social and Emotional Development</b>	Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
<b>Self Regulation Express Feelings</b>	Aware of own feelings, can talk about feelings using words like ‘happy’, ‘sad’, ‘angry’.	Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others.	Can show pride in achievements by showing work to others. Understand how to use the ‘take 5’ breathing exercise to help with big feelings.	Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried.	Initiate an apology where appropriate. Beginning to know that others may in different ways to them.	Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.
<b>Self Regulation Manage Behaviour</b>	Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.	Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.	Understand behavioural expectations of the setting.	Understand why listening is important and attend to other people both familiar and unfamiliar.	Can follow instructions, requests, and ideas in a range of situations.	Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.
<b>Managing Self Self Awareness</b>	Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.	Can talk about what they are doing and why.	Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.	Happy to stand up in front of the class and share achievements with others.	Can talk about their own abilities positively.	See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.
<b>Managing Self Independence</b>	Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.	Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.	Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.	Can get dressed and undressed for PE sessions. Begin to show persistence when faced with challenges.	Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.	Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.



General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Managing Self Collaboration	Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.	Begin to share and take turns.	Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.	Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.	Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.
Building relationships Social Skills	Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.	Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.	Seek others to share activities and experiences.	Use language to negotiate, play and organise.	Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.	Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.
Building relationships Communication	All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.					
PSHE	Being me in my world Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

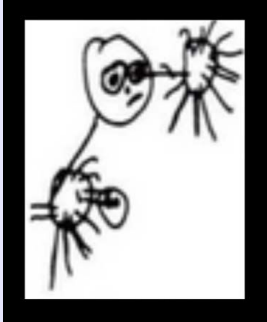
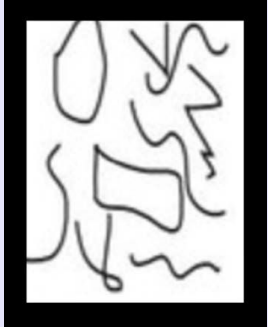
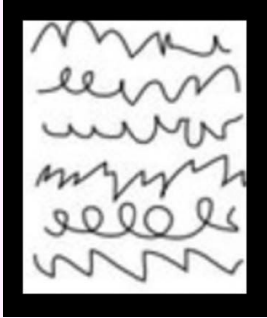


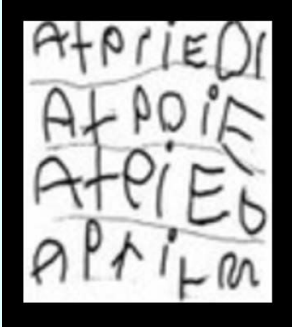
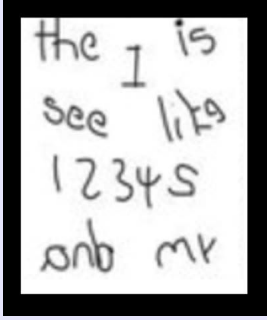


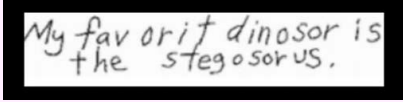
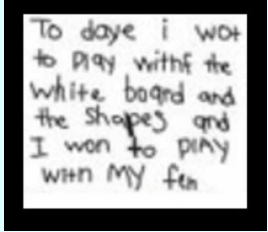
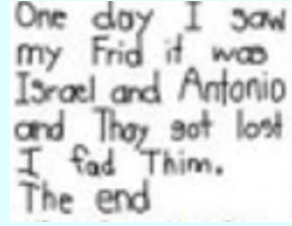
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Physical development  Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  Daily opportunities for Fine Motor Activities Gross motor & Get set PE	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
	Shoulder, elbow and wrist pivots Crawling, climbing, monkey bars. Anti-clockwise movements Dough gym Dancing with scarves Knives and forks - playdough, food prep, ... Drawing club	Dough gym Dancing with scarves Spray bottles Drawing club	Dough gym Dancing with scarves Clay - animals Scissors	Dough gym Dancing with scarves Woodwork vehicles Scissors	Scissors Junk modelling Pencil grip	Threading and sewing. Scissors Junk modelling Pencil grip
	Introduction to PE: Unit 1  Ball Skills: Unit 1  Forest School	Dance: Unit 1  Ball Skills: Unit 2  Forest School	Gymnastics: Unit 1  Fundamentals: Unit 1  Forest School	Fundamentals: Unit 2  Games: Unit 1  Forest School	Dance: Unit 2  Athletics: Sports Day  Forest School	Games: Unit 2  Forest School
	<p>From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - <b>rolling - crawling - walking - jumping - running - hopping - skipping – climbing Slopes, hills and steps.</b></p> <p><b>lifting, carrying, pushing, pulling, constructing, stacking and climbing.</b></p> <p>Progress towards a more fluent style of moving, with developing control and grace - <b>balance and stillness..</b></p> <p>Develop the overall <b>body strength, co-ordination, balance and agility - out of breath several times each day, spin, rock, tilt, fall, slide and bounce.</b></p> <p><b>Bikes, skateboards, wheelbarrows, prams and carts, ladders, A frames, climbing walls, slides, monkey bars, tunnels,</b></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop and refine a range of ball skills including: <b>throwing, catching, kicking, passing, batting, and aiming</b>. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

*All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.*

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Maths Following White Rose Maths	<p>Week 1-3 <b>Getting to know you!</b></p> <p>Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of day, class routines.</p> <p>Exploring the continuous provision inside and out. Where do things belong? Positional Language</p> <p>Week 4-6 <b>Just like me</b> Match and Sort Compare Amounts</p> <p>Compare Size, Mass and &amp; Capacity Exploring Pattern</p>	<p>Week 7-9 <b>It's me 1,2,3!</b></p> <p>Representing 1,2 &amp; 3 Comparing 1,2 &amp; 3 Composition of 1,2 &amp; 3</p> <p>Circles and Triangles Positional Language</p> <p>Week 10-12 <b>Light and Dark</b></p> <p>Representing numbers to 5 One more, one less</p> <p>Shapes with 4 sides Time</p>	<p>Week 1-3 <b>Alive in 5!</b></p> <p>Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5</p> <p>Compare Mass Compare Capacity</p> <p>Week 6-8 <b>Growing 6,7,8</b></p> <p>6,7 &amp; 8 Combining 2 amounts Making pairs</p> <p>Length &amp; Height Time</p>	<p>Week 7-9 <b>Building 9 and 10</b></p> <p>Counting to 9 &amp; 10 Comparing numbers to 10 Bonds to 10</p> <p>3d shapes Spatial Awareness Patterns</p> <p>Week 10-12 <b>Consolidation</b></p>	<p>Week 1-3 <b>To 20 and beyond</b></p> <p>Building Numbers Beyond 10 Counting Patterns</p> <p>Spatial reasoning Match, Rotate, Manipulate</p> <p>Week 4-6 <b>First, Then, Now</b></p> <p>Adding More Taking Away</p> <p>Spatial reasoning Compose and Decompose</p>	<p>Week 7-9 <b>Find my Pattern</b></p> <p>Doubling Sharing &amp; Grouping Even &amp; Odd</p> <p>Spatial Reasoning Visualise and Build</p> <p>Week 10-12 <b>On the Move</b></p> <p>Deepening Understanding Patterns and Relationships</p> <p>Spatial Reasoning Mapping</p>

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General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Literacy	<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 speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Comprehension Skill Development	<p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a wellknown story with support.</p>	<p>Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
Phonics Development	Read Write Inc SpeedSounds Lessons and Reading Scheme					
Word Reading	Books are re-read to build up their confidence in word reading, fluency and their understanding and enjoyment. Books are consistent with their phonic knowledge.					

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Emergent Writing Development	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	Use appropriate letters for initial sounds.	Build words using known letter-sound correspondences in own writing.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Show awareness of the different audience for writing. Write short sentences with words with known lettersound correspondences sometimes using a capital letter and full stop.
Compositional Skills	Use talk to organise describe events and experiences.	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Orally compose a simple sentence and hold it in memory before attempting to write it.	Orally compose a simple sentence/caption and hold it in memory before attempting to write it.	Write a simple sentence/caption which may include a full stop.	Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop.
Handwriting Development	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Form letters from their name correctly. Recognise that after a word there is a space.	Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.	Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Helicopter Story Development	Adults scribing and writing down word for word, child decides part he/she would like to play and then act out the story on a simple stage.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.

Typical Writing Progression	Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
	<p>Picture tells a story to convey message</p> 	<p>Starting point at any point of paper</p> 	<p>Progression is from left to right</p> 	<p>Symbols that represent letters</p> 	<p>Letters have no relationship</p> 	<p>Letter strings move from L to R and move down the page</p> 
	<p>Environmental Print</p> 	<p>Letter Name Stage</p> 	<p>Early Developmental Spelling</p> 	<p>Syllables Represented</p> 	<p>Inventive Spelling</p> 	<p>Transitional Spelling</p> 

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
<p><b>Understanding the world</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>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>Our play-based and child-centred approaches encourage learning to follow where the child’s interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community.</p> <p>This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.</p>					
	<p>Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world.</p> <p>Through the questions below the children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>					
RE Topics	<p>What feelings can we talk about?</p> <p>Why do we have Harvest festivals?</p>	<p>How is light used in celebrations?</p> <p>Why do Christians celebrate the birth of Jesus?</p>	<p>How did Jesus affect some of the people he met?</p> <p>How can we use our hands?</p>	<p>Why do we talk about New Life at Easter?</p> <p>Who helps us? Who can we help?</p>	<p>How and why are weddings celebrated?</p> <p>Where do I belong?</p>	<p>What are special clothes?</p> <p>How do we feel on a journey?</p>

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<p><b>Understanding the world</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> <li>o Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>o 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>o Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>o Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>o Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>o Long ago – How time has changed from their birthdays.</li> </ul>	<ul style="list-style-type: none"> <li>o Can talk about what they have done with their families during Christmas' in the past.</li> <li>o Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>o Share different cultures versions of famous fairy tales.</li> <li>o To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>o Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> </ul>	<ul style="list-style-type: none"> <li>o Listening to stories and placing events in chronological order.</li> <li>o What can we do here to take care of animals in the jungle?</li> <li>o Compare animals from a jungle to those on a farm.</li> <li>o Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</li> <li>o Nocturnal Animals Making sense of different environments and habitats</li> <li>o 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>o Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>o After close observation, draw pictures of the natural world, including animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>o Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>o Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li> <li>o Can children make comments on the weather, culture, clothing, housing.</li> <li>o Change in living things – Changes in the leaves, weather, seasons,</li> <li>o Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>o Building a 'Bug Hotel'</li> <li>o Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>o Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>o Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>o Use the BeeBots</li> </ul>	<ul style="list-style-type: none"> <li>o Use Handa's Surprise to explore a different country.</li> <li>o Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</li> <li>o Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>o Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>o Can children talk about their homes and what there is to do near their homes?</li> <li>o Look out for children drawing/painting or constructing their homes.</li> <li>o Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>o Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>o Introduce the children to NASA and America.</li> <li>o Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>o Can children differentiate between land and water.</li> <li>o Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>o To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>o Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li> <li>o Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>o Seasides long ago – Magic Grandad</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> </ul>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>All About me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>Come Outside!</b>	<b>Ticket to Ride!</b>	<b>Fun at the seaside!</b>
<b>Chronology Skill Development</b> <b>(linking to year 1 History)</b>	<p>Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.</p> <p>Know what schools were like in the past (school artefacts).</p> <p>Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p>Use the language of time when talking about past/present events e.g. story characters.</p> <p>Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.</p>	<p>Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Know what homes were like in the past and comparing baking/cooking techniques (home and baking artefacts).</p>	<p>Recount an event, orally, pictorial and/or with captions.</p> <p>Know the history of Kirkby Lonsdale as a market town.</p> <p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Order experiences in relation to themselves and others, including stories</p> <p>Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different at the seaside.</p>
Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.						
<b>Enquiry and Science skill Development</b> <b>(links to year 1 Science)</b>	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>		<p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>	<p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p>		<p>Create opportunities to discuss how we care for the natural world around us - sea pollution?</p>
<p>Explore the natural world outdoors daily.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.</p>						
<b>Respect skill Development</b> <b>(Relates to PSE, RE and values links)</b>	<p>Respect special things in their own lives.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations. Describe special events</p>	<p>Understand that some places are special to members of their community.</p>	<p>Know how to care for an animal/pets e.g. fish.</p> <p>Know people have different beliefs and cultures e.g. links with another school.</p>

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<b>Mapping Skill Development (linking to Y1 Geography and Computing).</b>	<p>Talk about the features of their immediate environment e.g. walking around school, finding a toy around school, taking message to other classrooms.</p> <p>Know the school is located on Kendal Road and in Kirkby Lonsdale. Look at school on an aerial map.</p> <p>Know which village/town and where they live.</p>	<p>Use technology e.g., a BeeBot and begin to show spatial awareness.</p> <p>Use positional language i.e., under, beside, on top of etc.</p>	<p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side (mini mes!)</p> <p>Recognise some environments that are different to the one in which they live e.g., Antarctica. Children will know that there are many countries around the world. Use technology to make observations or find information about different locations and places.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Recognise, know, and describe features of different places. Look closely at similarities and differences in terms of how they travel to school, what they eat, where they live, and so on</p>	<p>Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.</p> <p>Children will be able to draw simple maps e.g. garden planning, imaginary farms, school trip recount.</p>	<p>Draw information from a simple map and identify landmarks of our local area walk e.g. to the park.</p>	<p>Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Use relevant, specific vocabulary to describe contrasting locations. Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
<b>Ongoing communication skills</b>	<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p>					
<b>Ongoing observational skills</b>	<p>Explore the natural world around them by taking part in weekly forest school sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					

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Expressive Arts and Design	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</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><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for ‘Celebration wall’ for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others.</i></p> <p><i>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Castle models</p> <p>Firework pictures, 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>Role Play Party’s and Celebrations Role Play of The Nativity</p>	<p>Rousseau’s Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</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.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother’s Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</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>
Music	<p>Favourite songs</p> <p>Tapping simple rhythms - tapping knees, dancing and with instruments</p> <p>Play movement and listening games</p> <p>Charanga - Me!</p>	<p>Traditional Music</p> <p>Pantomime</p> <p>Music from different cultures</p> <p>Respond to music in dance</p> <p>Charanga - My stories</p>	<p>Music from around the World</p> <p>Music and movement</p> <p>Tapping syllables of animals.</p> <p>Charanga - Our World</p>	<p>Outdoor music</p> <p>Performance by QES or KS2</p> <p>Respond to music - jump when loud,</p> <p>Charanga - Everyone!</p>	<p>Music from Africa</p> <p>Drumming workshop</p> <p>Call and response songs</p> <p>Respond to music in dance</p> <p>Create own music</p> <p>Summer Performance KS1</p>	<p>Pirate shanties</p> <p>Play dance and songs</p> <p>Charanga - Big Bear Funk</p>

*At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.*

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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>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><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Continuous Provision – Common Play Behaviours  
Area: Sand

Behaviour	Dig	Pour	Fill and Empty	Mould	Sieve and Sift
<b>High-level</b>	Fingers Small scoop Teaspoon Tablespoon Dessert spoon	Small vessel with side handle Large vessel (heavy) Vessel with tap Small vessel with no handle or spout Large vessel with no handle or spout	As dig and pour	Fingers Self-made moulds Small natural materials Small irregular shapes Small regular shapes	Fingers Fabric (small weave) Comb Tea leaf straining spoon Tea strainer
<b>Mid-level</b>	Spatula Wooden spoon Slotted spoon Serving spoon Long-handled spade Short-handled spade	Pouring vessel, long spout Small vessel (irregular) Small vessel (tall) Large vessel (irregular) Large vessel (tall)		Smaller irregular shape Large irregular shape Smaller tall container Large taller container	Potato masher Mesh sieve (small) Mesh sieve (large) Sieve (small hole) Sieve (large hole)
<b>Emergent</b>	Scoop Smaller regular container Larger regular container	Smaller vessel no handle Large vessel no handle Smaller vessel with handle Large vessel with handle and defined pouring spout		Smaller regular container (bucket) Large regular container Hand	Fabric (large weave) Colander Grain sifter Fingers

Continuous Provision – Common Play Behaviours

Area: Role Play

Behaviour	Dressing Up	De-constructed role play	Puppets
<b>High-level</b>	Explain own ideas for costumes linked to real or imaginary stories Make own costumes using open ended materials	Create own props for role play Collaborate and imaginative Uses talk to develop and elaborate	Use puppets to create own narratives Collaborate and imaginative play using talk to develop and elaborate ideas Make own puppets Select own resources as puppets e.g. paper bag/wooden spoon... Make theatre and perform to an audience Repeat the performance
<b>Mid-level</b>	Create own costumes using capes and open ended clothes Use ready made costumes in a narrative	Provocations (books, pictures, props) Unfamiliar domestic play Café Fantasy Open ended resources... boxes, tubes... Cooperative play using talk to explain and share ideas Asking adults for resources	Use puppets to re-tell known stories Cooperative play using talk to explain and share ideas Perform to another child
<b>Emergent</b>	Princess dresses, superheroes etc... Ready made costumes Adults select costumes for the setting Need assistance getting costumes on	Using props in a familiar way to re-enact familiar experienced either alone or with a friend Mimic adults Home Superheroes etc...	Explore puppets alone or alongside another child

Continuous Provision – Common Play Behaviours  
Area: Creative Area/Physical Development

Behaviour	Painting / Exploring Colour	Cutting	Drawing	Collage	Joining	Weaving/sewing	Printing
<b>High-level</b>	Making desired colours using colour mixing Making shades and tints Use techniques and colour for purpose Fine brushes Select appropriate size brush for task.	Use scissors accurately, make objects smaller then cut round lines, move paper around as cut. Cut a range of materials e.g. cardboard boxes. Cut irregular shapes e.g. around tighter curves,	Selects appropriate media and techniques to achieve a specific goal. Accurate drawing people with details. Diagonal lines, crosses	Select and combine a variety of art techniques e.g. concertina folding, scrunching, layering.	Hole punch and treasury tags String Staplers Split pins Stitch Nails Knots Design, select and evaluate Test out best join.	Simple weaving with string and through stiff card loom using straight stitch.	Select objects with a purpose in mind. Uses taught techniques to create own stamp. Use different stamps to create desired effect.
<b>Mid-level</b>	Use a range of resources to create a paint effect e.g. cocktail sticks, lollipop sticks, finger brushes, pipe cleaners, feathers etc... Medium sized brushes.	Correct grip to cut continuous lines and curved lines. Cutting string, wool, masking tape.	Represents objects seen, remembered or imagined. Head, legs, arms, basic facial features on a person. Circle, square,	Overlaps and overlays to create different effects.	PVA glue sticks on object, cotton buds, spreaders, squeeze bottles Cellotape, paper clips, elastic bands, stapler, Join with control.	Threading cards and beads	Uses stencils to make own rubbings. Print using found materials – large and small. Repeating patterns.
<b>Emergent</b>	Explore paint and colour mixing using hands, fingers, large paint brushes.	Snips in paper Unconventional grip Tearing	Simple mark making on different paper using pencils, pastels, chalk and paint. Chunky mark making tools. Lines and circles.	Uses cutting, sticking to explore different materials from the collage basket.	Glue on fingers Glue stick Wrapping masking tape. Cut and glue things together.	Handles and manipulating materials such as thread, cotton, wool, raffia, ribbon	Use pre-made stamper to print. Print using hands and fingers.

Continuous Provision – Common Play Behaviours  
Area: Mud and Digging

Behaviour	Digging	Mixing/Stirring	Building
<b>High-level</b>	Combine digging, moulding and other open ended resources for specific design. Adding liner etc... to hold water. Digging for a purpose – hole, tunnel, Using real tools to dig – heavier,	Mixing textures using different tools Purpose e.g. potion/perfume Work with other to collect resources for a particular sense e.g. smell, colour. Add ingredients to create effect. Mix with lolly stick, sticks, teaspoon etc... (make tea)	Design and build combining a variety of resources. Explore/articulate scientific concepts e.g. explore how many spades of water needed for perfect sandcastle. Adding liner to prevent water escaping. Transferring mud using a pulley system or guttering mechanism. Working as a team and negotiating and planning.
<b>Mid-level</b>	Observations when digging. Sharing resources with others. Use real tools to dig using shoulder, elbow and wrist.	Whisk, mash, stir, Mashers, pestle and mortars. Mix with larger spoons with long and short handles	Use bricks, logs, stones, Natural resources to build Notice need water to build. Work in pairs Diggers using buckets appropriately
<b>Emergent</b>	Explore sand/mud by digging with hands, feet and spades. Use plastic regular tools to dig e.g. trowel	Use found or given items to mix. Stir with hand or wooden spoon.	Mould/tunnel with hands/feet Small world resources



Continuous Provision – Common Play Behaviours  
Area: Playdough/Malleable

Behaviour	Rolling	Moulding/manipulating	Making	Cutting	Mark making	Picking up	Filling
<b>High-level</b>	Small rolling pins Bamboos Sticks – thinner	Using tools like knives, clay tools to carve own shapes out of dough. Attaching extras.	Independently adding and measuring ingredients following instructions. Adding dry materials if too wet.	Clay picks Scissors Skewers Straws Small knives Shaping	Knives Matchsticks Feathers Sticks Straws	Chopsticks Tweezers	Spoons – half, full, 1 or 2,
<b>Mid-level</b>	Large rolling pins Hands in hands	Cutters Finger pinching Egg cups Egg boxes Coconut shells Create pots/models	Simple instructions to follow. Modelled by grown up.	Large knives – big handles Shape cutters	Combs Stampers Wheels Shells Animals Dinosaurs	Scoops Small tongs	Ladles Sweet models Lolly models
<b>Emergent</b>	Hands - table	Whole hand squeezing Potato mashers Make balls, rolling, flattening, poking.	Ready made dough.	Splitting it with hands	Hands Elbows Fingers	Hands	Large containers Baking trays Bowls Buckets Tubs

Continuous Provision – Common Play Behaviours  
Area: Water

Behaviour	Pouring	Filling and emptying	Measuring	Sink/float	Stirring	Transporting
<b>High-level</b>	Funnel Sieve Care and precision Guttering Pipes	Pipettes Flat spoons Increased dexterity  Heavy	Measuring cylinders Select appropriate tools/containers for size Articulate scientific concepts	Articulate concepts, talk about the materials that sink/float Make things sink/float Predict Compare	Increased dexterity Small resources Care and precision Articulate Scientific and mathematical concepts	Work collaboratively to move water without losing any, to an agreed location. Show care and precision Articulate Maths/Science Fixing leaks etc... Use tap independently Use hose pipe. Using water for a purpose e.g. making a river with liner.
<b>Mid-level</b>	Jugs Bowls Buckets Bottles	Ladles Spades	Counting how many cups fill Which takes most to fill Sink/floating Starting to investigate	Explore floating and sinking	Small spoons/whisks Soapy water Coloured water	Water pump Using guttering to transport water Pretend scenarios e.g. fire fighting Watering flowers
<b>Emergent</b>	Hands	Cups Bowls Jugs Buckets  hands	Large vessels Spoons Height of buckets	Hands	Hands Spoons Large containers	Use the tap/water tray to collect water. Dip small bucket into water source.