



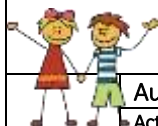
Long Term Plan

Reception – 2021-2022



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Hello! What's your name? Introducing...me!	What are we celebrating? Light and Dark	What happened to T-Rex? Dinosaur Dig	Who's been eating my porridge? Once Upon a Time...	Who will help? Helping Hands	Where shall we go today? All Aboard!
Focus Texts	The Colour Monster You Choose Stick Man Giraffe's Can't Dance Funnybones The Button Box Dear Zoo We're Going on a Bear Hunt	Owl Babies Diwali – Rama & Sita Sparks in the Sky Lighting a lamp by Jonny Zucker (Diwali) (Sammy Spider's First Hanukkah) Ten Little Lights The Nativity	The Dirty Great Dinosaur The Super Swooper Harry & His Bucketful of Dinosaurs Dinosaur Drip	Goldilocks & The Three Bears The Gingerbread Man Jack and the Beanstalk The Invisible String (Mother's Day)	Rebecca Hunter series: Vets Dentist Police Officer Firefighter Supertato	Naughty Bus Don't Let the Pigeon Drive the Bus! You Can't Take an Elephant on a Bus And the Train Went
Enrichment Ideas	Explore school grounds including wood; Visit St John's Church – Schultüte welcome celebration; Harvest festival	Owl Visit (e.g. FalconryUK); Campfire in the Woods; Walk to village war memorials; Mango smoothies (lassi); KS1 nativity play, Christmas party Christmas dinner	AR Stegosaurus; Dinosaur Discovery (virtualschoolvisits.com) (£90+vat);	Cooking Gingerbread Men; EY Big Grow – sunflowers Walk to the duck pond	Visits from police/fire engine/ambulance	White Post Farm/Butterfly House/YWP
Parental Involvement	Staggered start Seesaw for beginners Seesaw Family app I'm Unique books/Seesaw Branching Out	I'm Unique books/Seesaw Branching Out Home Reading journals Nativity	I'm Unique books/Seesaw Branching Out Home Reading journals Spellings Parent Mornings	I'm Unique books/Seesaw Branching Out Home Reading journals Spellings Parent Mornings	I'm Unique books/Seesaw Branching Out Home Reading journals Spellings Parent Mornings EYFS Big Grow - Sunflowers	I'm Unique books/Seesaw Branching Out Home Reading journals Spellings Parent Mornings New Parent meetings
BSL	Good morning/ Good afternoon Dinners/Sandwiches/milk	Colours: red, orange, yellow, green, blue, purple, pink	Please, thank you, sorry Dinosaur	Animals: pig, cow, horse, duck, sheep, dog, cat	Jobs: police officer, firefighter, doctor, nurse, dentist, teacher	Transport: bus, car, plane, train, bicycle, helicopter, boat, motorbike

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. EYFS is where the partnerships between home and school begin.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and interests and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others, celebrating individual achievements wherever they occur.</p>					
	<p>We nurture in our children the courage to just have a try and if at first you fail, have another go!</p>					
	  <p><i>Audaces Fortuna Juvat</i></p>					



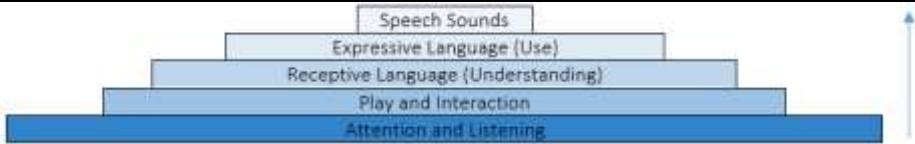
Prime Areas of Development

Personal, Social & Emotional Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Activities/experiences Establishing classroom routines and rules. Keeping safe at school. See themselves as a valuable individual. Support children in making friends and learning names. Developing independence. Manners Recognising emotions	Activities/experiences Fire safety rules. Visit village war memorial. Changing into PE kits. Spending time with family Circle time Friendships/Relationships Working as a group Sharing and playing together How to deal with anger Emotions Celebrations from other cultures Independence	Activities/experiences Circle time Sharing and playing together Working as part of a group Friendships/relationships Expressing our feelings Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Attitude to learning Manners	Activities/experiences Circle time Conflict and rivalries through story Reasons for rules - Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on Perseverance Sharing and playing together Working as part of a group Friendships/relationships What makes a good friend? Thinking of others Expressing our feelings Attitude to learning	Road safety Trusted adults/Stranger Danger (Developing Experts) Independence School rules and boundaries Friendships Care and concern for others Working together Discuss why we take turns, wait politely, tidy up after ourselves and so on. Hygiene Expressing our feelings Attitude to learning Manners Looking after others Dreams and Goals Show resilience and perseverance in the face of challenge.	Sun safety Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Transition to Year 1 – thoughts and feelings; meet new teacher
Behaviour for Learning Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <ul style="list-style-type: none">✓ Controlling own feelings and behaviours✓ Applying personalised strategies to return to a state of calm✓ Being able to curb impulsive behaviours✓ Being able to concentrate on a task✓ Being able to ignore distractions✓ Behaving in ways that are pro-social✓ Planning✓ Thinking before acting✓ Delaying gratification✓ Persisting in the face of difficulty.				Development Matters 3-4years Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	
				Reception See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify their own feelings Think about the perspective of others. Manage their own needs	
ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’ needs.					



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Cooperation games i.e. parachute games. Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Negotiating space; awareness of self and others; stopping & starting; moving to music; move with control and coordination; stretching; travelling in different ways: run, hop, bounce, gallop, skip, slide etc; recognise changes to body after exercise. Spatial Awareness Val Sabin cards SA1-6 Gymnastics Val Sabin cards G16-21	Gross Motor Range of wheeled resources for children to balance, sit or ride on, or pull and push. Moving in rhythm patterns; exploring shape; turning and rolling; moving with control and coordination; stretching and curling; jumping and bouncing; taking off and landing. Responding to music with imagination; movement patterns; responding to different rhythms. Gymnastics Val Sabin cards G22-28 Dance Indian dance; firework dance – shapes. KS1 Dance: Let's Move. Fireworks - BBC Teach KS1 Dance: Let's Move. Diwali - Festival of Light - BBC Teach Val Sabin cards D46-50	Gross Motor Awareness of space and others; travelling in different ways; moving and stopping with control; moving with coordination; work cooperatively with a partner or small group; travel around, under, over and through balancing or climbing equipment; move and climb confidently and safely Spatial Awareness Val Sabin cards SA7-11 Sound & Music Val Sabin card: 84 “Dinosaurs” – “Hatching Out” Gymnastics Val Sabin cards G29-30	Gross Motor Bean bag games – balancing and gripping; handle and carry objects safely with increasing control; Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking; Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Dance, moving to music Gymnastics, Balance Games Val Sabin games cards Boundary games	Gross Motor I can throw a ball underarm. I can roll a ball or a hoop I can hit a ball with a bat. I can move and stop. I can move to catch or collect. I can throw and kick a ball in different ways. I can decide where to stand to make a game difficult for the other team. Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Gross Motor Athletics Running Throwing Jumping Skipping Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance
Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed 50 FINE MOTOR ACTIVITIES.pdf	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Development Matters Make healthy choices about food, drink, activity and tooth brushing. Using one-handed tools and equipment; Use a comfortable grip with good control when holding pens and pencils; Show a preference for a dominant hand; Be increasingly independent by: Learning how to use a knife and fork; Managing own personal hygiene, toileting and hand washing. Know and talk about benefits of regular physical exercise; healthy eating; tooth brushing; sensible ‘screen time’; good sleep routines; being a safe pedestrian Lining up and queuing; mealtimes & personal hygiene. Develop small motor skills so they can use a range of tools competently, safely and confidently, e.g. pencils, paintbrushes, scissors, knives, forks, spoons. Develop foundations of a handwriting style which is fast, accurate and efficient.			ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.		

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 <p><i>*See SALT, NELL and Language Enrichment training notes</i></p>			<p>Attention and listening are the foundation all speech and language skills; speech and language underpin all other areas of learning and development. Our face-to-face interactions with the children are crucial to our children's language and cognitive development. 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.</p>		
<p>Development Matters 3-4years Enjoy listening to longer stories and can remember much of what happened. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Can start a conversation with an adult or a friend and continue for many turns. Use talk to organise themselves and their play.</p> <p>Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed familiarity with the text; some exact repetition and some in their own words.</p>		<p>Development Matters 3-4years Use a wider range of vocabulary. Understand why questions. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Practise tricky sounds: r, j, th, ch and sh Pronouncing multisyllabic words such as 'pterodactyl', 'prehistoric'</p> <p>Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed familiarity with the text; some exact repetition and some in their own words. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		<p>Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed familiarity with the text; some exact repetition and some in their own words. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG - Listening, Attention & Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers</p> <p>ELG - Speaking Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary. Offer explanations for why things might happen. Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
<p>Discuss – class rules Class name discussion Discuss starting school pack Circle Time <i>I'm Unique</i> books Listening games Story retelling and questioning Seasonal Changes</p> <p>Vocabulary: Head, shoulders, knees, wrist, ankle, fingers, thumb, toes, feet, body, bite, teeth, tongue, lick; family, mum, dad, auntie, uncle, brother sister, cousin, grandparents; Autumn, weather, conker, acorn</p>	<p>Discuss – family traditions and differences between cultural celebrations Firework safety discussion Retelling 'The Gunpowder Plot' story and the Christmas story Oral poetry – firework display (onomatopoeia) Seasonal changes</p> <p>Vocabulary: celebrate, celebration, festival, tradition, poppy, light, remember, Diwali, rangoli, Hanukah, menorah, dreidel, Christmas, feast; robin, owl, feathers</p>	<p>Discuss - Circle Time <i>I'm Unique</i> books Listening games Story retelling and questioning Seasonal Changes</p> <p>Vocabulary: dinosaur, reptile, extinct, herbivore, carnivore, fossil, bones, skeleton, scales, eggs, hatch, large, huge, prehistoric, palaeontologist, stegosaurus, tyrannosaurus-rex, diplodocus, pterodactyl, triceratops, ankylosaurus, velociraptor; ice, snow, frost, melt, freeze, holly, berry</p>	<p>Discuss – conflict, rivalries and solutions Circle Time <i>I'm Unique</i> books Listening games Story retelling and questioning Seasonal Changes</p> <p>Vocabulary: leaves, flower, petals, seed, soil, snow drop, Spring, daffodil, shoot, stem, root; story, first, next, then, last, finally;</p>	<p>Discuss – talking about people who help us, past and present Talking about our parent's jobs When I grow up... How we can stay healthy Helping each other Circle Time <i>I'm Unique</i> books Seasonal Changes</p> <p>Vocabulary: postman, van, envelope, stamp, firefighter, police officer, help, fire engine, ambulance, police car, siren, doctor, nurse, vet, healthy, ill, dentist, optician, glasses, uniform, helmet; bluebell, sunflower, daisy, blossom</p>	<p>Discuss - Show and tell Weekend news Circle Time <i>I'm Unique</i> books Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> <p>Vocabulary: transport, journey, bus, train, aeroplane, helicopter, ship, boat, tractor; summer, holiday, caravan</p>



Specific Areas of Learning and Development

Literacy ~ Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.			ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
Phase 1 review; Start Phase 2 sa tp in md go c,k,ck	Phase 2 eu rh bf lffllss jv wx	Phase 3 yz,zz qu,ch sh,th ng,ai ee,igh oa,oo	Phase 3 ar or ur ow oi ear air ure er	Phase 4 consonant blends	Phase 4 consonant blends
Word Reading vc words with sounds taught Tricky words: the l Recognising initial sounds, oral blending, CVC sounds); Help children to read the sounds speedily to make sound-blending easier.	Word Reading Cvc words with sounds taught Tricky words: the l to no go into and Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the', help children identify the sound that is tricky to spell.	Word Reading Cvc words with sounds taught Tricky words: he we be me my she Rhyming strings; Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'boat', 'night'.	Word Reading was you are all they her Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Word Reading said have like so do Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Internal blending	Word Reading some come when what Reading CVCC and CCVC words confidently. End of term assessments
Reading & Comprehension Non-fiction books about the body; Handling books; Answering questions; Hearing initial sounds (Phonics – Phase 1 and 2) Joining in with rhymes and showing an interest in stories with repeated refrains; Environment print; Having a favourite story/rhyme; Understand the five key concepts about print: - print has meaning, can have different purposes, we read English text left to right and top to bottom, the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary; reciting known stories, listening to stories with attention and recall. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	Reading & Comprehension Retell stories related to events through acting/role play. Stories from other cultures and traditions; Christmas letters/lists. Retelling stories using images/apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.	Reading & Comprehension Non-fiction books about dinosaurs; contents, page numbers; Story beginning, middle, end, character, setting, problem, solution. Making up stories with themselves as the main character – (The SuperSwooper/ The Dirty Great Dinosaur). Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home.	Reading & Comprehension Non-fiction books about plants; Features of instructional texts; Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow. Recipes; Key features of traditional tales; Sequence events; Role Play; Answering questions Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	Reading & Comprehension Non-fiction books about people who help us; Story map; Answering questions Can explain the main events of a story Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.	Reading & Comprehension Non-fiction books about transport Reading simple sentences with fluency. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.



ELG: Writing

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

<p>Texts as a Stimulus: Nursery Rhymes You Choose The Colour Monster Giraffe's Can't Dance (Gerald's favourite story)</p> <p>Writing Write own name Mark-making about themselves/ their family Label characters Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists Writing initial sounds and simple captions Use initial sounds to label characters/images Silly soup Names Labels Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: Owl Babies (being afraid) Sparks in the Sky Lighting a lamp by Jonny Zucker (Diwali)</p> <p>Writing Write own name Write lists Labels Speech bubbles Create a Fire Safety Poster Letters to Father Christmas Spell cvc words with Phase 2 sounds. Sequence a story Write a sentence</p>	<p>Texts as a Stimulus: The Dirty Great Dinosaur The Super Swooper Dinosaur Fact books (NF)</p> <p>Writing Labels and captions Lists Writing dinosaur facts Retelling familiar story – beginning, middle, end Spellings cvc words linked to phonics sounds. Spell tricky words: I the no go to Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board – Dinosaur story with themselves as main character</p>	<p>Texts as a Stimulus: Goldilocks & The Three Bears The Gingerbread Man Jack and the Beanstalk The Invisible String (Mother's Day)</p> <p>Writing Write instructions to trap a Gingerbread Man; How to grow a giant plant; Retell parts of the traditional story, speech bubbles, repeated refrains Mother's Day cards Spellings cvc words linked to phonics sounds. Rhyming words. Spell tricky words: I the no go to Write 2 sentences</p>	<p>Texts as a Stimulus: Rebecca Hunter series: Vets; Dentist; Police Officer; Firefighter; Charlie the Firefighter Supertato</p> <p>Writing Captions Write facts about how people help us Speech bubbles Create own Superhero profile Spellings cvc words linked to phonics sounds. Spell tricky words: he, she, we, me, be, was Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Character descriptions.</p>	<p>Texts as a Stimulus: Naughty Bus Don't Let the Pigeon Drive the Bus! You Can't Take an Elephant on a Bus And the Train Went</p> <p>Writing Write own events for story; Fact cards about chosen vehicle; Postcards: Recount – A trip to ~~~; My Holiday Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts - Using familiar texts as a model for writing own stories. Spell tricky words: he, she, we, me, be, was Write 3 sentences – B, M & E.</p>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose Maths: Getting to know you - routines, positional language, exploring continuous provision. Just Like Me - Match and sort - Compare amounts - Compare size, mass & capacity - Exploring pattern (1)	White Rose Maths: It's me 1, 2, 3! - Representing 1, 2 & 3 - Comparing 1, 2 & 3 - Composition of 1, 2 & 3 - Circles and triangles - Positional language Light and Dark - Representing numbers to 5 - One more and less - Shapes with 4 sides - Time	White Rose Maths: Alive in 5! - Introducing zero - Comparing numbers to 5 - Composition of 4 & 5 - Compare Mass (2) - Compare capacity (2) Growing 6,7,8 - 6, 7 & 8 - Making Pairs - Combining 2 Groups - Length & Height - Time	White Rose Maths: Building 9 and 10 - 9 & 10 - Comparing Numbers to 10 - Bonds to 10 - 3d Shape - Pattern (2) Consolidation	White Rose Maths: To 20 and Beyond - Building numbers beyond 10 - Counting patterns beyond 10 - Spatial Reasoning (1) Match, Rotate, Manipulate First, then, now - Adding more - Taking away - Spatial Reasoning (2) - Compose and Decompose	White Rose Maths: Find my pattern - Doubling - Sharing and Grouping - Even and Odd - Spatial Reasoning (3) - Visualise and build On the move - Deepening understanding - Patterns and Relationships - Spatial Reasoning (4) - Mapping
Development Matters 3-4 years Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language. Describe a familiar route. Discuss routes and locations, using words like <i>in front of</i> and <i>behind</i> . Compare quantities using language: <i>more than</i> , <i>fewer than</i> . Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify patterns around them.	Development Matters 3-4 years Fast recognition of up to 3 objects. Link numerals and amounts. Experiment with their own symbols and marks as well as numerals. Recite numbers past 5. Say one number for each item in order 1 2 3 4 5. Compare quantities using language: <i>more than</i> , <i>fewer than</i> . Talk about 2D and 3D shapes using informal and mathematical language. Understand position through words alone. Reception Subitise. Link the number symbol (numeral) with its cardinal value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore composition of numbers to 5. Recall number bonds for numbers 0 - 3	Development Matters 3-4 years Recite numbers past 5. Say one number for each item in order 1 2 3 4 5. Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Show finger numbers to up to 5. Solve real world maths problems with numbers up to 5. Compare quantities using language: <i>more than</i> , <i>fewer than</i> . Make comparisons between objects relating to size, length, weight and capacity. Begin to describe a sequence of events using words such as first, next, then... Reception Subitise. Link the number symbol (numeral) with its cardinal value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore composition of numbers to 8. Recall number bonds for numbers 0 -5. Compare length, weight and capacity.	Development Matters 3-4 years Compare quantities using language: <i>more than</i> , <i>fewer than</i> . Talk about 2D and 3D shapes using informal and mathematical language. Select shapes appropriately. Combine shapes to make new ones. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Reception Subitise. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore composition of numbers to 10. Recall number bonds for numbers 0 -8. Continue, copy and create repeating patterns.	Development Matters 3-4 years Understand position through words alone. Reception Subitise. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore composition of numbers. Recall number bonds for numbers 0 -10. Select, rotate and manipulate shapes in order to develop special reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity. ELG N – Subitise up to 5. NP - Verbally count beyond 20, recognising the pattern of the number system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.	Development Matters Reception Subitise. Count beyond 10. Compare numbers. Select, rotate and manipulate shapes in order to develop special reasoning skills. Continue, copy and create repeating patterns. ELG N – Have a deep understanding of number up to 10, including the composition of each number. - Automatically recall number bonds up to 5 (including subtraction facts) and some bonds to 10, including double facts. NP - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.




Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Development Matters 3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.</p> <p>Reception Talk members of immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Explore the natural world around them. Describe what they can see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>ELG PP – Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. PCC – Describe their immediate environment using knowledge and discussion, stories, non-fiction texts and maps. NW – Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Development Matters 3-4 Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Compare and contrast characters from stories, including figures from the past. 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. Understand the effect of changing seasons on the natural world around them.</p> <p>ELG PCC - 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. NW – Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>Development Matters 3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Reception Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>ELG NW – Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. - Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>Development Matters 3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>ELG PP – Understand the past through settings, characters and events encountered in books read in class and storytelling. NW – Explore the natural world around them, making observations and drawing pictures of animals and plants. - Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Past and Present 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>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Activities/experiences – Autumn in the woods, Leaves, conkers, acorns; Harvest Festival; Schultüte Celebration Explorify - Whats Going On?: Falling Into Place Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. 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. Human growth – comparing themselves now to when they were a baby Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. My house to My school; Ramsden 100 years ago (photos) – noticing sims/diffs; Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.	Activities/experiences – Autumn/Winter Holly, robins Explorify – Zoom in, Zoom Out: White and Spiky; Odd One Out: Shine a Light/ Spooky Animals; Whats Going On?: Exploding Lights – What materials does light travel through? Traditional events: - Bonfire Night - Remembrance Sunday Hang bird feeders; Owl visit; Campfire in the wood Visit war memorials + poppies Festivals of Light: - Diwali My First Festivals: Diwali - CBeebies - BBC ; Make lassi smoothies - Hanukah My First Festivals: Hanukah - CBeebies - BBC - Christmas; Nativity play Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. 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. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Winter. Provide opportunities for children to note and record the weather.	Activities/experiences Seasonal changes – Winter weather, ice/snow/frost, freeze a bubble; magnifying lens – frost up close Developing Experts – Dinosaur unit Science for children 4 to 14 years Developing Experts - Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Identify what dinosaurs are and the different types of dinosaurs - What does extinct mean? to understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Dinosaurs are reptiles – other reptiles dinosaur skin & feathers – rough vs smooth carnivores, herbivores and omnivores adaptations – longnecks, teeth, armour - Compare prehistoric world to now Compare dinosaurs to animals in the world now. What can we do here to take care of endangered animals? Use natural materials to create a Dinoworld Looking at how fossils are created - Ice eggs – melting Listening to stories and placing events in chronological order. 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. After close observation, draw pictures of the natural world, including animals and plants	Activities/experiences Seasonal changes – Spring around school Snow Drops, Daffodils, blossom Mother's Day Explorify – Odd one out: Baby animals - Plant a seed and grow a giant plant – sunflowers, beans - life cycles: chicken eggs, tadpoles, seeds - Science for children 4 to 14 years Developing Experts Bears Unit - Materials - Hibernation hot water bottle experiment - fairy tale maps, plot Gingerbread man traps - cress/grass head trolls – observing change - Easter My First Festivals: Easter - CBeebies - BBC Trip to our local duck pond (to link with seasons & life cycles); discuss what we will see on our journey to the duck pond and how we will get there. 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. 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. Look for children incorporating their understanding of the seasons and weather in their play.	Activities/experiences Seasonal changes – Spring in the wood Bluebells, Cherry Blossom Compare past and present Police Officer/Firefighter Talk about roles in society/community Explorify – Odd One Out: Teeth - life cycles: observe changes to sunflower plant - Gecko's Real Vehicles: https://youtu.be/LBJkhfAAL90 Firetruck https://youtu.be/azL7mf84H94 Police car https://youtu.be/sFoUkuhvQiM Ambulance - Materials – safety materials – reflective - Road safety - Stop Look Listen - Recap Fire safety rules - Practise 999 calls & recovery position - Learn own address - Explore fingerprints - Tooth decay experiment - Handwashing experiment - Introduce children to different occupations and how they use transport to help them in their jobs. - Change in living things – Changes in the leaves, weather, seasons, - Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. - Use the BeeBots	Activities/experiences Seasonal changes – Summer Evaporating puddles - life cycles: observe changes to sunflower plant Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Map journey to school, local landmarks Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. Share non-fiction texts that offer an insight into contrasting environments – village/city London landmarks - Transport, travel and landmarks of London Geography - William Whiskerson - YouTube



Expressive Arts & Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Development Matters 3-4 years</p> <p>Take part in pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex ‘small worlds’ with blocks and construction kits. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and being to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour mixing.</p> <p>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>			<p>Reception</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop story lines in their pretend play. Explore and engage I music making and dance, performing solo or in groups.</p>		
			<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		
<p>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. Children to produce a piece of art work each half term to be displayed for topic wall/parents and to show how drawings have developed - lots of links to Fine Motor Skills. Opportunities for guided tasks and free expression. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work and interests.</p>					
<p>Activities/experiences</p> <p>Role Play: House; Dressing up shop</p> <p>Guided drawing – Draw a picture of myself *head, body, arms, legs</p> <p>Picture of my family</p> <p>Paper plate mood monsters</p> <p>Loose parts - faces</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p><i>Songs/Rhymes: If you're happy and you know it; Heads, Shoulders, knees and Toes;</i></p>	<p>Activities/experiences</p> <p>Role Play: Santa's Workshop Colour mixing – warm colours – flames; mixing shades of green Wax relief firework displays Tissue poppy sun catchers Monet Poppy field printing painting https://youtu.be/9HDT3TOLvLc https://video.link/w/kBftc</p>  <p>2Paint – fireworks/rangoli Rangoli floor painting Mehndi hand patterns Salt dough diva lamps Observational drawing – owl/feathers BBC Radio - Indian music – dance <i>Songs/Rhymes: Twinkle, Twinkle, Little Star (Mr Tumble); 5 Little Ducks; Christmas carols/songs</i></p>	<p>Activities/experiences</p> <p>Role Play: Dinosaur Look Out Holly – observational drawing/painting Drawing dinosaurs Following ArtForKidsHub 'How-to' instructions https://youtu.be/EZ2h6W4YVz0 https://video.link/w/16ftc https://youtu.be/K-9sADY_4YU https://video.link/w/oEftc Creating bumpy skin effects (bubble wrap, sugar, oats, lentils etc in paint) Pasta dinosaur skeletons Egg box dino-headbands Salt dough fossils</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p><i>Songs/Rhymes: 1,2,345, Once I saw a fish alive; CBeebies Dinoraps Andy's dinosaur raps - CBeebies - BBC Dinosaur Dance – PE</i></p>	<p>Activities/experiences</p> <p>Role Play: Once Upon a Time Daffodil – observational drawing/painting Colour mixing – shades of brown – painting bears/Gingerbread Man Make&Do - Design and make a trap for the Gingerbread Man Jack & the Beanstalk collage Mother's Day crafts Easter crafts Percussion instruments – make shakers with different seeds for varied sound.</p> <p><i>Songs/Rhymes: When Goldilocks went to the house of the bears; nursery rhymes; Chick, chick, chick, chicken, lay a little egg for me (Mr Tumble); Old MacDonald Had a Farm</i></p>	<p>Activities/experiences</p> <p>Still life – bluebell Make&Do – emergency vehicles, pet carriers Superhero masks Supertato collage Superhero puppets</p> <p><i>Songs/Rhymes: 999 song, I'm a Firefighter v2 Singalong on Vimeo,</i></p>	<p>Activities/experiences</p> <p>Dandelion clocks Make&Do – Make a Naughty London Bus; Junk modelling, houses, bridges boats and transport. Father's Day cards – painting/drawing of Dad (/Grandad/significant person)</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p><i>Songs/Rhymes: The Wheels on the Bus, London Bridge is Falling Down</i></p>