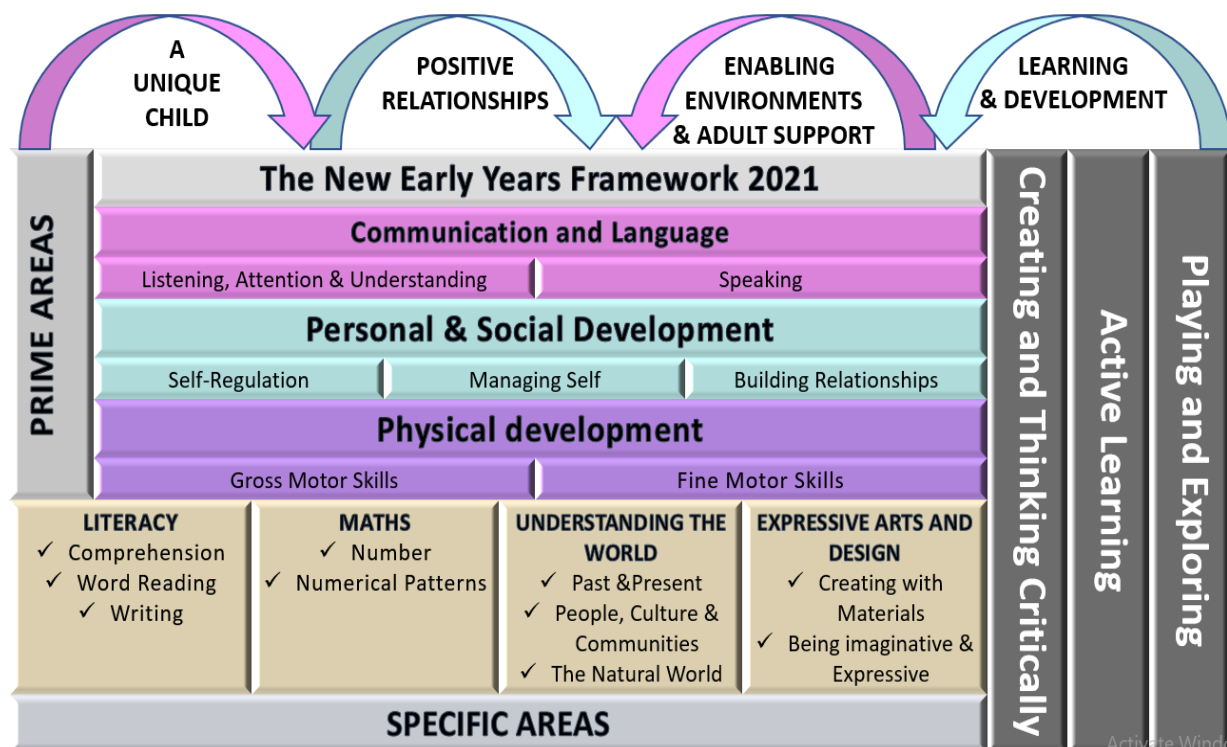


Reception Long Term Curriculum Plan 2022-2023

“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”



“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Tillington Manor, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p><u>Marvellous Me</u></p> <p>Starting school / my new class / New Beginnings</p> <p>Staying healthy / Food / Human body</p> <p>How have I changed?</p> <p>My family</p> <p>My home</p> <p>What am I good at?</p> <p>How do I feel?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p> <p>Autumn</p>	<p><u>Colour, magic, Sparkle and Shine</u></p> <p>Celebrations around the world</p> <p>Birthdays</p> <p>Weddings</p> <p>Halloween</p> <p>Bonfire Night</p> <p>Who was Guy Fawkes?</p> <p>Diwali</p> <p>Christmas</p> <p>The Nativity</p> <p>Christmas Lists</p> <p>Letters to Father Christmas</p> <p>Winter</p>	<p><u>Ticket to ride</u></p> <p>Around the Town</p> <p>How do I get there?</p> <p>Where in the world have you been?</p> <p>Where do we live in the UK / world?</p> <p>Fly me to the moon!</p> <p>Vehicles past and Present</p> <p>Design your own transport!</p> <p>Who was Neil Armstrong?</p> <p>Winter</p>	<p><u>Once upon a time</u></p> <p>Traditional Tales</p> <p>Old favourites</p> <p>Familiar tales</p> <p>Library visit</p> <p>Gingerbread Man</p> <p>Cinderella</p> <p>The Three Little Pigs</p> <p>Spring</p>	<p><u>Our World</u></p> <p>Plants & Flowers</p> <p>Weather / seasons</p> <p>The great outdoors</p> <p>Forest School</p> <p>Planting seeds</p> <p>Make a sculpture: Andy Goldsworthy</p> <p>Reduce, Reuse & Recycle</p> <p>Fun Science / Materials</p> <p>People who help us</p> <p>Summer</p>	<p><u>Amazing Animals</u></p> <p>Life cycles</p> <p>Safari</p> <p>Animals around the world</p> <p>Climates / Hibernation</p> <p>Down on the Farm</p> <p>Mini Beasts</p> <p>Animal Arts and crafts</p> <p>Night and day animals</p> <p>Animal patterns</p> <p>David Attenborough</p> <p>Happy Habitats</p> <p>Summer</p>

Possible Texts and 'old favourites'	Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families We are all different	Owl Babies Christmas Story / Nativity Rama and Sita Gunpowder plot story Sparks in the Sky	The Train Ride Emma Jane's Aeroplane The Naughty Bus Mr. Grumpy's Outing Bob, The Man on the Moon Oi! Get off my train!	Gingerbread man Three little Pigs Three Billy Goats Gruff Little Red Riding Hood Cinderella	The Tiny Seed Oliver's Vegetables Oliver's Fruit Salad Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Elephant and the Bad Baby Pig in the Pond Farmer Duck
'Wow' moments / Enrichment Weeks	Autumn Walk Family photos Languages Day Harvest Time Birthdays Roald Dahl Day Halloween What do I want to be when I grow up? Video for parents. Santa Visit	Guy Fawkes / Bonfire Night Christmas Time / Nativity Post a letter to Santa Birthdays Diwali Hannukah Black History Month Remembrance day	Winter walk Mother's Day Chinese New Year Food tasting - different cultures LENT Birthdays Story Telling Week Random Acts of Kindness Week	Summer walk Walk to School Week Start of Ramadan Eid D-Day Birthdays	Spotting the signs of Spring Planting seeds Easter time Weather experiments Queen's Birthday Science Week Easter Egg Hunt	Father's Day Heathy Eating Week World Environment Day Animal Art week Let's go on Safari - An animal a day! Birthdays Zoo Visit

		Road Safety World Space Week Children in Need Anti- Bullying Week	Valentine's Day Internet Safety Day			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
COEL Over Arching Principles	<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>					

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: 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.

PLAY: *At Tillington manor Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'*

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
Parental Involvement	Staggered Start Harvest Assembly	WOW moments Parents Evening	WOW moments	WOW moments Parents Evening	WOW moments	WOW moments

	WOW moments Meet & Greet	Christmas Crafts Nativity Phonics Workshop	Stay and Read morning Mother's Day celebration	Art workshop / Gallery	Father's Day breakfast	End of year reports Parent's Picnic - sports day
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals

Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
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Whole EYFS Focus - C&L is developed throughout the year through high quality	<u>Welcome to EYFS</u> Settling in activities Making friends	<u>Tell me a story!</u> Develop vocabulary - vocab vault	<u>Tell me why!</u> Using language well Asks how and why questions...	<u>Talk it through!</u> Describe events in detail - time connectives	<u>What happened?</u> Re-read some books so children learn the language necessary to talk about what is	<u>Time to share!</u> Show and tell Weekend news Read aloud books to children that
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<p>interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, helicopter stories, EYFS productions, assemblies and weekly interventions.</p> <p>Daily story time</p>	<p>Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams?</p> <p>Rhyming and alliteration</p> <p>Familiar Print</p> <p>Sharing facts about me!</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story - retelling stories</p> <p>Story language</p> <p>Word hunts</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Retell a story with story language</p> <p>Story invention - talk it!</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?"</p> <p>Sustained focus when listening to a story</p>	<p>happening in each illustration and relate it to their own lives.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>	<p>will extend their knowledge of the world and illustrate a current topic.</p>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
PSED is taught through JIGSAW and continuous provision	<p><u>Being me in my world</u></p> <p>Knowing I belong</p> <p>We are the same/different</p> <p>Recognising and managing feelings</p> <p>Working together</p> <p>Understanding other's feelings</p> <p>Why is it good to use kind and gentle hands?</p>	<p><u>Celebrating Difference</u></p> <p>What am I/we good at?</p> <p>Being different makes us special</p> <p>How are our families the same/different?</p> <p>Why is my home special?</p> <p>How to be a kind friend.</p>	<p><u>Dreams and Goals</u></p> <p>Tackling challenges by persevering</p> <p>Not giving up to achieve a goal</p> <p>Goal setting</p> <p>Kind words of encouragement</p> <p>What I learn now will help me when I am older</p> <p>How I feel when I achieve a goal.</p>	<p><u>Healthy Me</u></p> <p>Exercise keeps my body healthy</p> <p>Moving and resting are both good for my body</p> <p>Healthy and unhealthy foods - making good choices</p> <p>Why is sleep good for me?</p> <p>Hand washing</p> <p>Stranger danger</p>	<p><u>Relationships</u></p> <p>My family role and belonging</p> <p>Making friends</p> <p>Solving problems with friends</p> <p>Unkind words and how they make others feel</p> <p>How to be calm and manage my feelings</p> <p>How to be a good friend.</p>	<p><u>Changing Me</u></p> <p>Naming parts of the body</p> <p>I know how to be healthy</p> <p>We grow from babies to adults</p> <p>Feelings about moving to Y1 - worries and excitement.</p> <p>My best Reception memories.</p>

	<p>Our right to learn and play</p> <p>I can be responsible</p> <p>Class rules and routines</p> <p>Making friends and settling in</p> <p>Taking turns and sharing</p>	<p>Using the right words to stand up for myself.</p> <p>Celebrating different festivals that happen in this half term.</p>		<p>Include oral health and hygiene.</p>		<p>Taking part in sports day - Winning and loosing</p> <p>Look how far I've come!</p> <p>Coping with changes and moving to a new class.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
Physical development Fine motor Continuously check the process of	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small</p>					

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 Weekly PE session	world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	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 Teach and model correct letter formation - RWI	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 - RWI	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 / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	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.	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

	<p>Cooperation games i.e. parachute games.</p> <p>Climbing - outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play-climbing. Skipping ropes in outside area</p> <p>Dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics / Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>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.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics / Balance</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
Literacy Comprehension - Developing a passion for reading	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Word Reading Children will be working in different groups for Read Write Inc from Aut 2 onwards - dependent upon ability.	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists.</p> <p>Retelling stories using images / apps.</p> <p>Story Maps - Retelling of stories. Editing of story maps and orally retelling new stories.</p>	<p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</p>	<p>Stories from other cultures and traditions</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a</p>

	<p>from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Non-Fiction Focus Retelling of stories.</p> <p>Sequence story - use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>necessary, a few exception words.</p> <p>Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.</p>	<p>experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>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.</p> <p>Sort books into categories.</p>
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	<p>Phonic Sounds: RWI</p> <p>Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</p> <p>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
Writing Texts may be due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images</p> <p>Silly soup</p> <p>Name Labels.</p> <p>Captions</p> <p>Lists</p> <p>Diagrams</p> <p>Messages -</p>	<p>Name writing</p> <p>Labelling using initial sounds</p> <p>Story scribing.</p> <p>Retelling stories in writing area</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequencing stories</p> <p>Writing CVC words</p> <p>Sentence building.</p>	<p>Labels and simple captions</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words building up to CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Create a story board.</p> <p>Writing simple sentences with finger spaces.</p>	<p>Creating own story maps</p> <p>Writing captions and labels</p> <p>Writing simple sentences. Writing short sentences to accompany story maps.</p> <p>Order well known stories.</p> <p>Character descriptions.</p>	<p>Writing recipes</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and some capital letters correctly.</p> <p>Writing simple sentences with finger spaces and full stops.</p>	<p>Story writing</p> <p>Instructions</p> <p>Writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Writing simple sentences correctly and building upon writing more than one sentence.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
Maths - Taught using White Rose scheme of work. <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> <i>- Shakuntala Devi</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Getting to know you activities Baseline Just Like Me Match & Sort Making Comparisons Exploring Patterns It's Me 1,2,3!	Alive in 5 Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity Growing 6,7,8 Numbers 6,7,8	To 20 and beyond Building Numbers beyond 10 Counting patterns beyond Spatial reasoning First, then, now Adding more Taking away Spatial reasoning			

<p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>2D shape - Circles and triangles</p> <p>Spatial Awareness</p> <p>Light & Dark</p> <p>Number 4 and 5</p> <p>One more and one less</p> <p>Shapes with 4 sides</p> <p>Night and day</p>	<p>Making pairs</p> <p>Combining 2 groups</p> <p>Length & Height</p> <p>Time</p> <p>Building 9 & 10</p> <p>Numbers 9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shapes</p> <p>Pattern</p>	<p>Even and Odd</p> <p>Spatial reasoning</p> <p>Find my pattern</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>On the Move</p> <p>Deepening Understanding</p> <p>Patterns & Relationships</p> <p>Spatial Reasoning</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
Understanding the world RE / Festivals	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					

<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. 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. Stranger danger (based on Jack and the beanstalk). Talking</p>	<p>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.</p> <p>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.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Use Handa's Surprise to explore a different country.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes.</p> <p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things - Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p>	<p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>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</p> <p>Listen to children describing and</p>
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<p>moral and cultural awareness.</p>	<p>families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p>	<p>about occupations and how to identify strangers that can help them when they are in need.</p>	<p>children to use navigational language.</p> <p>Use the BeeBots</p>	<p>Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different?</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <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>Look for children incorporating their understanding of the seasons and weather in their play.</p>	<p>commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Building a 'Bug Hotel'</p>
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	Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.					
	Special People *What makes people special? Linked religions - Christianity	Christmas *What is Christmas? Linked religions - Christianity	Celebrations *How do people celebrate? Linked religions - Hinduism	Easter *What is Easter? Linked religions - Christianity	Stories *What can we learn from stories? Linked religions - Christianity, Islam, Hinduism, Sikhism	Special Places *What makes places special? Linked religions - Christianity, Islam, Judaism

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Colour, magic, sparkle and shine	Ticket to Ride	Once upon a time	Our World	Amazing Animals
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding,					

<p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Children to 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</p>	<p>self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</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>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.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling,</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Nativity - singing and dancing.</p> <p>Listen to music and make their own dances in response.</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 & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</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 Creating outer of space pictures</p> <p>Provide children with a range of materials for</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>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>Teach children different techniques for joining materials, such as how to use adhesive tape and</p>

<p><i>work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Superhero masks - link to growth mindset.</p>			<p>children to construct with. Shadow Puppets</p>	<p>Artwork themed around Eric Carle / The Seasons - Art Provide a wide range of props for play which encourage imagination.</p>	<p>different sorts of glue.</p>
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Early Learning Goals - for the end of the year - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise</p>	<p>ELG: Past and Present 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.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,</p>

<p>whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including</p>	<p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p>	<p>quantities without counting) up to 5; -</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; -</p> <p>Compare quantities up to 10 in different contexts,</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>	<p>form and function.</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems</p>
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<p>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>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>scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</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>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>texts and - when appropriate - maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>and stories with others, and - when appropriate - try to move in time with music.</p>
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	Show sensitivity to their own and to others' needs.					
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