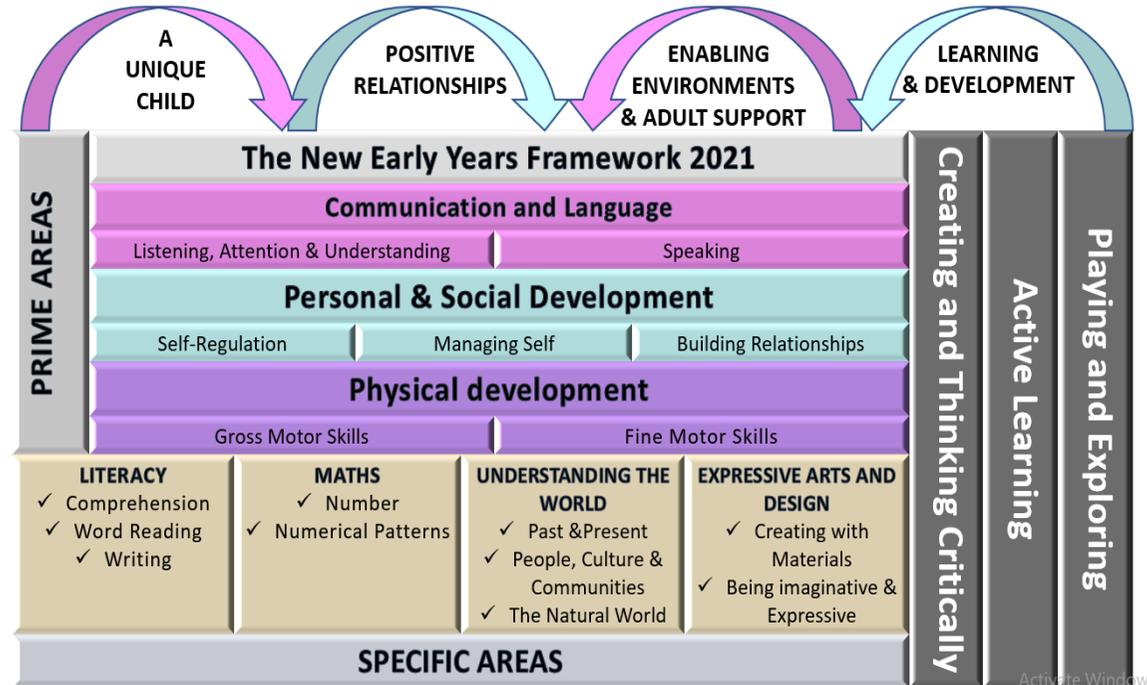


“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to 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.”

‘Our love should not be just words and talk; it must be true love, which shows itself in action’. (1 John 3:18)



“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 Great Addington, 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.”

Reception Long Term Plan

	Term 1 'Once Upon a Time...'		Term 2 'Let's Explore!'		Term 3 'Our Wonderful World'	
	OurSUPERselves!	Celebrations & Terrific Tales!	Ticket to ride!	Come Outside!	Amazing Animals	Ahoy there me hearties/ Fun at the seaside!
Themes	Starting school My Superself! What makes me a superhero? My Family The human body My senses Superheroes Real life superheroes	Harvest Birthdays Bonfire Night Diwali The Nativity Christmas Traditional Tales	Journeys Where do we live in the UK / world? Where in the world have you been? Where shall we go? How do I get there? Frozen Planet Dinosaurs Space-Who was Neil Armstrong? Transport/ Vehicles past and present	Plants & Flowers- Down on the Farm Life cycles Easter	Where do animals live? Mini beasts Safari Animals around the world Climates / Hibernation Animal Arts and crafts Night and day animals Animal patterns David Attenborough	Pirates Under the sea Holiday's Send me a postcard! Seasides in the past Compare: Now and then!
Key Texts	T4W Model Text: Brown Bear Brown Bear What can you see? Pete the Cat Bear Hunt The Smartest Giant The Colour Monster Funny Bones The Big Book of Families The Invisible String Real Superheroes Superworm Super Tato No Bot You Choose Elmer	T4W Model Text: The Little Red Hen The Jolly Postman Goldilocks Christmas Story / Nativity Rama and Sita	T4W Model Text: How to catch a star Lost and Found The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train! The Snail and the Whale Whatever Next! Tyrannosaurus Drip	T4W Model Text: The Tiny Seed Oliver's Vegetables Oliver's Fruit Salad The Tiny Seed Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Bee and Me Owl Babies	T4W Model Text: Handas Surprise The Very Hungry Caterpillar Monkey Puzzle	T4W Model Text: Lighthouse Keeper's Lunch Under the Sea Non - Fiction World Atlases Tiddler Pirates Love Underpants How to be a Pirate
Personal, Social, Emotional Development	Identify and express their own feelings Understand healthy living and make healthy choices	Think about the perspectives of others Show understanding of others feelings (empathy)	Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.	Follow instructions- making models etc.	Be confident to try new activities Develop independence	Set and work towards simple learning goals (link to own reports)

Communication and Language	Be able to express a point of view Express ideas and feelings	Listen and respond to stories Make comments about what they have heard	Acquire and use new vocabulary	Respond to non fiction texts and stories Ask questions and respond appropriately	Offer explanations for why things happen Ask questions and respond appropriately	Offer explanations and responses to stories and experiences Speak audibly and in full sentences
Physical Development	Develop the skills needed to get through the school day e.g. lining up Revise and use fundamental movement skills	Use core muscle strength to achieve good posture (start to develop handwriting posture)	Negotiate space and obstacles safely Use a range of tools effectively	Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.	Demonstrate different ways of moving	Use a range of small tools effectively
Literacy	Phonic Sounds: RWI Set 1 Sounds/ Word Time Discrimination of sounds Initial sounds Name writing Fine motor- pencil control Listen to stories and retell	Phonic Sounds: RWI Complete Set 1 Sounds/ Word Time Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Phonic Sounds: RWI Set Review Set 1 Sounds/ Red Ditti Books Letter formation Initial sounds and CVC labels (extend to captions) Draw vocabulary and knowledge from non fiction books and stories	Phonic Sounds: RWI Ditti Books- Set 2 Sounds Labels and captions Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts	Phonic Sounds: RWI Complete Set 2 Sounds/ Begin Green Books Captions and sentences Use and understand new vocabulary from stories, poems and non fiction Discuss what they know/ have found out Sequence and retell stories	Phonic Sounds: RWI Set 2 Sounds- Green/ Purple Books Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
Mathematics	White Rose: Getting to Know You Just Like Me	White Rose: It's Me 1 2 3! Light and Dark	White Rose: Alive in 5! Growing 6,7,8	White Rose: Building 9 and 10	White Rose: On the Move Superhero to 20 and Beyond	White Rose: First then Now Find my Pattern
Understanding the World	Talk about the lives of people familiar to them- branching out to careers R.E: Why is the word God so important to Christians?	Explore differences in life in this country and other countries through stories Map work linked to stories Discuss past experiences of celebrations/ celebrations in the past.	Compare and contrast the past with the present day- use books, stories, characters and images Transport past and present. R.E: Being Special: Where do we belong?	Explore the natural world, observing and describing the world around them R.E: Why do Christians put a cross in an Easter garden?	Know some similarities and differences between the world around them and contrasting environments R.E: Which places are special and why?	Compare and contrast the past Map work related to transport Contrast environments R.E: Which stories are special and why?

		R.E: Why do Christians perform nativity plays at Christmas?				
Expressive Arts and Design	<p>Explore the use of colour and design</p> <p>Talk about designs</p> <p>Artist Study: Kandinsky-Shape and colour/Giuseppe Archimboldo</p>	<p>Make use of props and materials in the role play area to re create well known stories</p> <p>Artist Study: Jackson Pollock/Alma Woodsey</p> <p>Perform songs and stories</p> <p>Artist Study: Jackson Pollock/ Alma Woodsey</p>	<p>Explore the use of tools and materials</p> <p>Artist Study: Van Gough- Starry Night</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Create and adapt designs</p> <p>Artist Study: Andy Goldsworthy-Outdoor nature art</p>	<p>Perform poems</p> <p>Explore the use of tools and share designs etc.</p> <p>Artist Study: Henri Rousseau/Steven Brown- animals and jungles</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Artist Study: Monet- Sea paintings</p>

Reception Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Once Upon a Time...'		'Let's Explore!'		'Our Wonderful World'	
	<i>OurSUPERselves!</i>	<i>Celebrations & Terrific Tales!</i>	<i>Ticket to ride!</i>	<i>Come Outside!</i>	<i>Amazing Animals</i>	<i>Ahoy there me hearties/ Fun at the seaside!</i>
Characteristics of Effective Learning	<p style="text-align: center;">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>					
Overarching Principles	<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. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Great Addington 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.</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Once Upon a Time...'		'Let's Explore!'		'Our Wonderful World'	
	<i>OurSUPERselves!</i>	<i>Celebrations & Terrific Tales!</i>	<i>Ticket to ride!</i>	<i>Come Outside!</i>	<i>Amazing Animals</i>	<i>Ahoy there me hearties/ Fun at the seaside!</i>
Communication and Language	<p>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.</p>					
C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W, EYFS productions, assemblies and weekly interventions.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Express ideas and feelings and points of view.</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories and comment on what is heard. Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Sustained focus when listening to a story Respond to non-fiction texts and stories. Ask questions and respond appropriately</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives by offering explanations for why things happen Ask questions and respond appropriately</p>	<p>Time to share! Speak audibly and in full sentences- Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic by them offering explanations and responses to the stories and their experiences</p>

DAILY STORY TIME						
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Once Upon a Time...'		'Let's Explore!'		'Our Wonderful World'	
	<i>OurSUPERselves!</i>	<i>Celebrations & Terrific Tales!</i>	<i>Ticket to ride!</i>	<i>Come Outside!</i>	<i>Amazing Animals</i>	<i>Ahoy there me hearties/ Fun at the seaside!</i>
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>					
	<p>Identify and express their own feelings</p> <p>Understand healthy living and make healthy choices</p>	<p>Think about the perspectives of others</p> <p>Show understanding of others feelings (empathy)</p>	<p>Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.</p>	<p>Follow instructions- making models etc.</p>	<p>Be confident to try new activities</p> <p>Develop independence</p>	<p>Set and work towards simple learning goals (link to own reports)</p>
Follow HeartSmart Program across the year.	<p>Being me in my world</p> <p>Class Rule Rules and Routines</p> <p>Supporting children to build relationships</p> <p>Dreams and Goals</p>	<p>Build constructive and respectful relationships.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>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</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing</p> <p>Changing me</p> <p>Look how far I've come!</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was</p>

						kind and considerate about the behaviour.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Once Upon a Time...'		'Let's Explore!'		'Our Wonderful World'	
	<i>OurSUPERselves!</i>	<i>Celebrations & Terrific Tales!</i>	<i>Ticket to ride!</i>	<i>Come Outside!</i>	<i>Amazing Animals</i>	<i>Ahoy there me hearties/ Fun at the seaside!</i>

Physical Development	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
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Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Threading, cutting, weaving, playdough, Fine Motor activities- Funky Fingers Area. 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 Begin to teach and model correct letter formation in RWI sessions.	Threading, cutting, weaving, playdough, Fine Motor activities- Funky Fingers Area. 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.	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	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Form 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 Draw pictures that are recognisable / Build things with smaller linking blocks.
Dough Disco Throughout the Year						

<p>Gross Motor</p>	<p>Cooperation games i.e. parachute games. Climbing – outdoor tyres/wood/balancing beam. Different ways of moving to be explored with children Changing for PE / 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. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Scooters/Bikes.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking 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. Dance / moving to music /Balance</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities/ Team games 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</p>	<p>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.</p>
<p style="text-align: center;"><i>From Development Matters 20:</i></p> <p>Revise and refine the fundamental movement skills they have already acquired: – rolling – crawling – walking – jumping – running – hopping – skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Once Upon a Time...'		'Let's Explore!'		'Our Wonderful World'	
	<i>OurSUPERselves!</i>	<i>Celebrations & Terrific Tales!</i>	<i>Ticket to ride!</i>	<i>Come Outside!</i>	<i>Amazing Animals</i>	<i>Ahoy there me hearties/ Fun at the seaside!</i>
Literacy	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)					
Comprehension- Developing a passion for reading.	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 - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Pie Corbett- T4W- Actions to retell the story - Story Maps. Retelling of stories. Editing of story	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett- T4W- Actions to retell the story - Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of 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	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. 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 matched to RWI. Make the books available for children to share at school and at home. Information Books.	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	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story 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.

	maps and orally retelling new stories. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.					
<p>Word Reading</p> <p>Children will be working in differentiated groups for Read Write Inc.</p> <p>T4W- 1 model text per term. Children to Imitate/Innovate and Invent.</p> <p>Phonic Assessment Review 6 weekly cycle/ End of term along with ongoing discussions weekly to allow for movements/ intervention.</p>	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, and reciting know stories, listening to stories with attention and recall. 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 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>Becoming familiar with common theme in traditional tales, identifying characters and settings.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading: Providing opportunities for children to read words containing familiar letter groups: ' Non-Fiction Texts</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments Transition work with Year 1 staff</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	‘Once Upon a Time...’		‘Let’s Explore!’		‘Our Wonderful World’	
	<i>OurSUPERselves!</i>	<i>Celebrations & Terrific Tales!</i>	<i>Ticket to ride!</i>	<i>Come Outside!</i>	<i>Amazing Animals</i>	<i>Ahoy there me hearties/ Fun at the seaside!</i>
Writing TFW used as stimulus across the year.	<p>Texts as a Stimulus: Nursery Rhymes Label characters Brown Bear Brown Bear What Can You See? 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 –Message centre</p>	<p>Texts as a Stimulus: The Little Red Hen (Journey story) Sequence the story Speech bubbles The Three Billy Goats Gruff (Defeat Monster) Create a wanted poster to catch the troll Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Texts as a Stimulus: How to catch a star Writing some of the tricky words such as I, me, my, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Labels and simple captions</p>	<p>Texts as a Stimulus: The Tiny Seed Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles. Healthy Food – My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Handa’s Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version Writing recipes, lists. 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. Rhyming words. Acrostic poems Mini beasts – Animal Fact File – Compare two animals Lifecycles recount. Hungry Caterpillar – (Cumulative) Describe foods / adjectives</p>	<p>Texts as a Stimulus: Big Blue Whale (Information Text) Write facts about whales Write a postcard / diary writing My Holiday – recount 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. Character description – Rainbow Fish Write three sentences – B, M & E.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	‘Once Upon a Time...’		‘Let’s Explore!’		‘Our Wonderful World’	
	<i>OurSUPERselves!</i>	<i>Celebrations & Terrific Tales!</i>	<i>Ticket to ride!</i>	<i>Come Outside!</i>	<i>Amazing Animals</i>	<i>Ahoy there me hearties/ Fun at the seaside!</i>
Maths	<p>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.</p>					
	<p><i>Count objects, actions, and sounds.</i></p> <p><i>Subitise</i></p> <p>Matching. Sorting & Comparing</p> <p>Comparing amounts</p> <p>Comparing size, mass & capacity Exploring pattern – making simple.</p>	<p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p><i>Automatic recall number bonds 0-5</i></p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</p> <p>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time- night and day</p>	<p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p><i>Automatic recall number bonds 0-10</i></p> <p>Introducing zero Comparing numbers to 5 Composition of 5</p> <p>Comparing Mass Comparing Capacity</p> <p>Number 6, 7, 8 Making pairs, pairs wise, Doubles Combining 2 groups Length, height. Time</p>	<p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p><i>Automatic recall number bonds 0-10</i></p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p><i>Explore the composition of numbers beyond 10.</i></p> <p><i>Subitise</i></p> <p><i>Automatic recall number bonds 0-10</i></p> <p>Number 10 and beyond – subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA</p>	<p><i>Explore the composition of numbers beyond 10.</i></p> <p><i>Subitise</i></p> <p><i>Automatic recall number bonds 0-10</i></p> <p>Adding more Taking away Number bonds Shape – spatial reasoning</p> <p>Doubling Sharing and grouping Even and odd Patterns and relationships</p>

<p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers it, just as numbers can. Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy, and create repeating patterns.</p>	<p>Select, rotate, and manipulate shapes in order to develop spatial 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.</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Once Upon a Time...'		'Let's Explore!'		'Our Wonderful World'	
	<i>OurSUPERselves!</i>	<i>Celebrations & Terrific Tales!</i>	<i>Ticket to ride!</i>	<i>Come Outside!</i>	<i>Amazing Animals</i>	<i>Ahoy there me hearties/ Fun at the seaside!</i>
Understanding the World	<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 moral and cultural awareness.</p>	<ul style="list-style-type: none"> -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. -Read fictional stories about families and start to tell the difference between real and fiction. 	<ul style="list-style-type: none"> -Can talk about what they have done with their families during Christmas' in the past. -Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. -Share different cultures versions of famous fairy tales. 	<p>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> <ul style="list-style-type: none"> -Use bee-bots on simple maps. Encourage the children to use navigational language. 	<ul style="list-style-type: none"> -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. -Can children make comments on the weather, culture, clothing, and housing? -Change in living things – Changes in the leaves, weather, seasons, plants. -Explore the world around us and see how it 	<ul style="list-style-type: none"> -Use Handa's Surprise to explore a different country. -Listening to stories and placing events in chronological order. -What can we do here to take care of animals in the jungle? -Compare animals from a jungle to those on a farm. -Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. -Nocturnal Animals Making sense of different 	<ul style="list-style-type: none"> -Materials: Floating / Sinking – boat building- Make a pirate ship that can float. -Seaside's long ago – Magic Grandad -Share non-fiction texts that offer an insight into contrasting environments. -Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

	<p>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. Visit to Fire station/Police Officer</p> <p>-Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>-Long ago – How time has changed. Using cameras.</p> <p>-Autumn Walk- discuss what we will see on our journey to the park and how we will get there.</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>-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.</p> <p>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</p> <p>-Materials- Three Little Pigs</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>-Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>-To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>-Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>-Introduce the children to NASA and America.</p> <p>-Introduce children to significant figures who have been to space and begin to understand that</p>	<p>changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>-Building a 'Bug Hotel'</p> <p>-Baby Chicks? Lifecycles.</p> <p>-Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>-Use the BeeBots</p> <p>-Planting vegetables.</p>	<p>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 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>-Take children to places of worship and places of local importance to the community.</p> <p>-Growing butterflies from caterpillars</p> <p>-Pond dipping</p> <p>-The needs of a plant experiment Growing plants / flowers: sunflower competition, growing a bean in a bag.</p> <p>-Drawing plants and flowers</p>	
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			<p><i>these events happened before they were born.</i></p> <p><i>-Can children differentiate between land and water?</i></p>			
<p><i>Understanding Christianity Program/ R.E Units to follow</i></p>	<p><i>Why is the word God so important to Christians?</i></p>	<p><i>Why do Christians perform nativity plays at Christmas?</i></p>	<p><i>Being Special: Where do we belong?</i></p>	<p><i>Why do Christians put a cross in an Easter garden?</i></p>	<p><i>Which places are special and why?</i></p>	<p><i>Which stories are special and why?</i></p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Once Upon a Time...'		'Let's Explore!'		'Our Wonderful World'	
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Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</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>					
<i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall'/ elf-portrait display to show how drawings have developed - lots of links to Fine Motor Skills.</i> <i>Children to explain their work to others. Children</i>	<i>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.</i> <i>Sing call-and-response songs, so that children can echo phrases of songs you sing.</i> <i>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</i> <i>Julia Donaldson songs</i> <i>Exploring sounds and how they can be changed,</i>	<i>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</i> <i>Listen to music and make their own dances in response.</i> <i>Castle models</i> <i>Firework pictures,</i> <i>Christmas decorations,</i> <i>Christmas cards, Divas,</i> <i>Christmas songs/poems</i> <i>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</i>	<i>Salt dough fossils</i> <i>Design and make rockets.</i> <i>Design and make objects they may need in space, thinking about form and function</i> <i>Making lanterns, Chinese writing, puppet making, Chinese music and composition</i>	<i>Make different textures; make patterns using different colours</i> <i>Children will explore ways to protect the growing of plants by designing scarecrows.</i> <i>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</i> <i>Mother's Day crafts Easter crafts</i> <i>Provide a wide range of props for play which encourage imagination.</i>	<i>Animal prints / Designing homes for hibernating animals.</i> <i>Collage owls / symmetrical butterflies</i> <i>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</i> <i>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</i> <i>Junk modelling, houses, bridges boats and transport.</i>	<i>Props to become a pirate.</i> <i>Treasure Maps</i> <i>Pirate Pants</i> <i>Fish collages</i> <i>Paper plate jellyfish</i> <i>Puppet shows: Provide a wide range of props for play which encourage imagination.</i> <i>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</i> <i>Colour mixing - underwater pictures.</i> <i>Father's</i> <i>Day Crafts</i>

<p><i>will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p><i>tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</i></p>	<p><i>Role Play Party's and Celebrations Role Play of The Nativity</i></p>			<p><i>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with Artwork themed around Eric Carle / The Seasons – Art</i></p>	
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Early Learning Goals- For the end of the year- Best Fit Judgement

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	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 whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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.</p> <p>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.</p>	<p>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.</p> <p>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.</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. 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.</p> <p>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,</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>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. Understand the past through settings, characters and events encountered in books read in class and storytelling.</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</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive 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>rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>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.</p>		<p>including some common exception words. ELG: Writing Write recognizable 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>	<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>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. 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>	
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