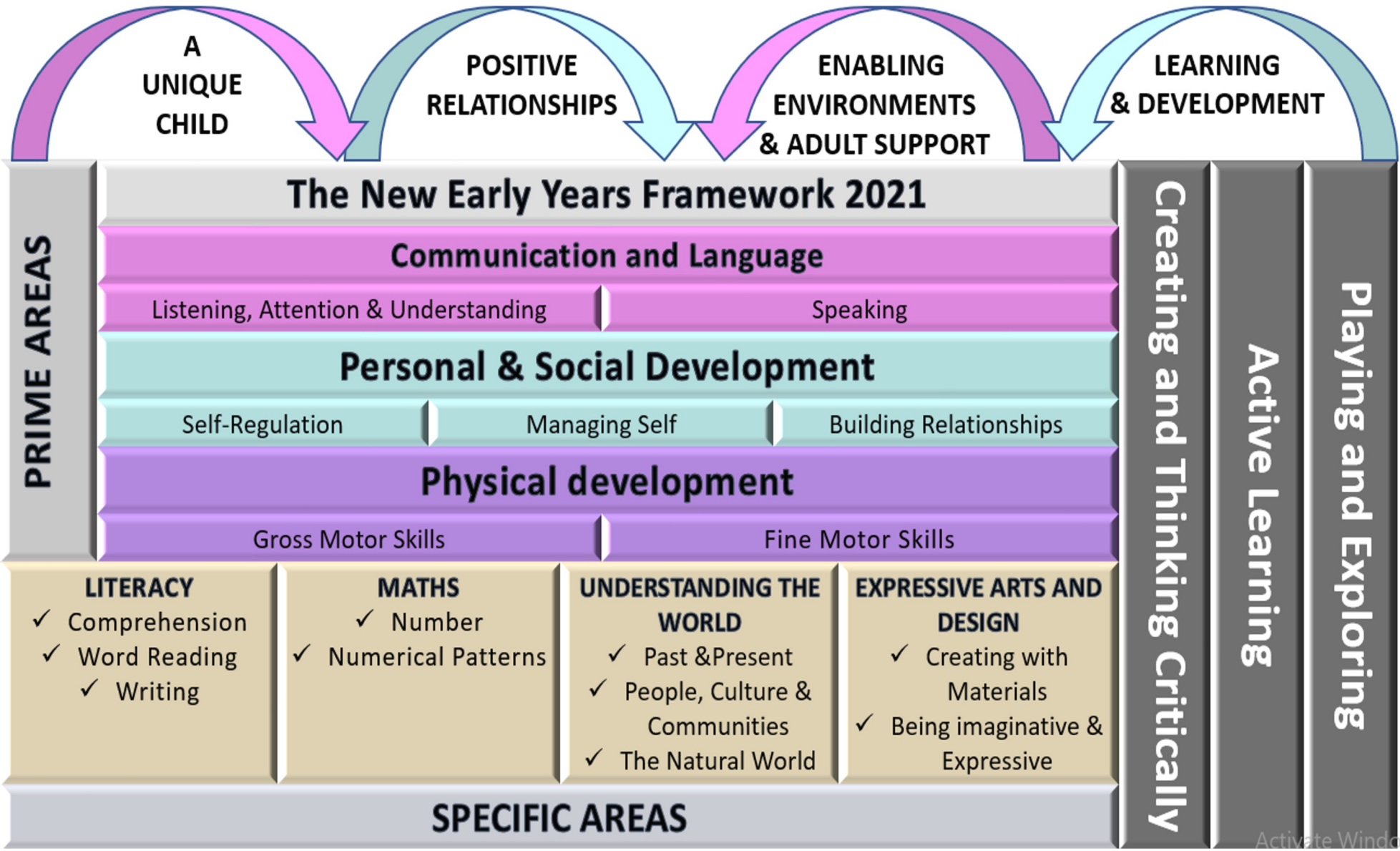


RECEPTION LONG TERM PLAN 22-23





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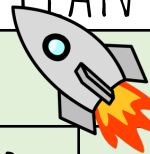
AUTUMN 1



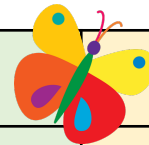
AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

NB: THESE THEMES MAY
BE ADAPTED AT VARIOUS
POINTS TO ALLOW FOR
CHILDREN'S INTERESTS TO
FLOW THROUGH THE
PROVISION
WELL-BEING & BEHAVIOUR FOR
LEARNING

ONCE UPON A TIME...

Starting school / my new class
/ New Beginnings
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe
Traditional Tales
Harvest
Familiar tales
Make a bridge
Castles

INTO THE WOODS!

Plants & Flowers
Woodland Animals
Weather / seasons
Does the moon shine?
Night and day animals
Forest School
Planting seeds
Make a sculpture: Andy
Goldsworthy
The Nativity
At the Panto
Letters to Father Christmas

ALL AROUND THE WORLD!

Around the Town
How do I get there?
Where in the world have
you been?
Where do we live in the UK
/ world?
Animals from around the
world
Habitats and Adaptation
Animal patterns

OFF ON AN ADVENTURE!

Significant individuals
Biographies
How do we grow?
What will I be when I grow
up?
Space travel
Explorers
Careers
Resilience
Perseverance

GROWING AND CHANGING!

Life cycles
Animals around the world
Climates / Hibernation
Down on the Farm
Mini Beasts
Patterns in nature
Great Fire of London
How do we grow?
What will I be when I grow
up?

I CAN TELL A STORY!

Story Telling
Map making
Compass Skills
Perspective
Telling stories using maps
Independent writing
What is your story?
Autobiographies

POSSIBLE TEXTS AND 'OLD FAVOURITES'

The Colour Monster
Nursery Rhymes
The 3 Little Pigs
The Gingerbread Man
The Runaway Chapati
Jack and The Beanstalk
Little Red Riding Hood
Magic Porridge Pot
Princess and the Pea
The Kiss that Missed

Moon
The Gruffalo
Owl Babies
I Want My Hat Back
Wow! Said the Owl
Leaf Man
Tree
A stroll through the seasons

Brown Bear! Brown Bear!
Polar Bear
Blue Whale
Elmer
Snail & the Whale
Dear Zoo
The Ugly 5
The Great Race
Handa's Surprise

Pirates Love Underpants
Whatever Next!
Going on a Bear Hunt
How to Catch a Star
Armstrong
Look Up
Maybe the Moon
Laika the Space Dog

The very Hungry
Caterpillar
Tadpole's Promise
Snail Trail
Bee and Me
Superworm
Tad
Bee

It's not a stick
It's not a box
Petra
Chalk
The Day the Crayon's Quit
Write an Autobiography

'WOW' MOMENTS / ENRICHMENT IDEAS

Autumn Trail
Balanceability
Harvest Time
Birthdays
Favourite Songs
Roald Dahl Day
Visit the Duckpond
Make a cup of Tea
Make Porridge
Castle Visit

Guy Fawkes / Bonfire Night
Christmas Time/ Nativity
Diwali
Hannukah
Remembrance day
Children in Need
Outdoor Learning Week
Campfire
Bake Bread
Visit the Post Office

Weather Centre
Chinese New Year
LENT
Story Telling Week
Internet Safety Day
Nature Scavenger Hunt
Our Amazing Animals Visit
Let's go on Safari - An
animal a day/virtual zoo



Museum trip
Planting seeds
Easter time
Nature Scavenger Hunt
Mother's Day
Eater Egg Hunt
Plantarium
Let's fly - Role play and
Green Screen

Ducklings
Butterflies
Food tasting – different
cultures
Start of Ramadan
Eid
Great Fire of London Show

Synagogue Visit
Parent Readers
World Environment Day
Ice – Cream at the park
Balanceability



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	TERRIFIC TALES!	COME OUTSIDE!	TICKET TO RIDE!	WE COULD BE HEROES!	AMAZING ANIMALS!	FUN BY THE SEA!
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning 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 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. 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.					
	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. <i>PLAY: At Wateringbury 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.</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i> <i>LEARNING, GROWING, ACHIEVING ... OUR JOURNEY TOGETHER WITH GOD</i>					

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.




RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	INTO THE WOODS!	ALL AROUND THE WORLD!	OFF ON AN ADVENTURE!	GROWING AND CHANGING!	I CAN TELL A STORY!
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>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Tales Toolkit, 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? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Tales Toolkit Vocab</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories using Tales Toolkit Story language Word hunts Listening and responding to stories 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 Story invention – talk it! 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. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</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</p>	<p>Time to share! Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
SPEECH DEVELOPMENT	<p>3-4 Years The child is able to say the following sounds in words – /p/, /b/, /m/, /n/, /t/, /d/, /k/, /g/, /f/, /s/, /y/, /h/ 'sh', 'ch', 'j', /z/, /l/, /v/ or the /t/ or /d/ sound Gliding- This is where the /l/ and the /r/ sounds are replaced with the /w/ or the 'y' sound The voiceless 'th' sound (as in 'thank you') is replaced with a /f/ sound The voiced 'th' sound (as in 'with') is replaced with a /v/ sound</p>	<p>4-5 Years The child is able to say the following sounds in words – /p/, /b/, /m/, /n/, /t/, /d/, /k/, /g/, /f/, /s/, /y/, /h/, 'sh', 'ch', 'j', /z/, /l/, /v/ or the /t/ or /d/ sound WATCH FOR: De-affrication- This is where the affricate sounds 'sh', 'ch' and 'j' are replaced with fricative sounds ('sh', /s/, /z/ or ??) Gliding- This is where the /l/ and the /r/ sounds are replaced with the /w/ or the 'y' sound The voiceless 'th' sound (as in 'thank you') is replaced with a /f/ sound The voiced 'th' sound (as in 'with') is replaced with a /v/ sound</p>				<p>5-6 Years Speech should be mostly clear and easy to understand, but some immaturities may still be noted(e.g. with 'r' and 'th' sounds) WATCH FOR: Gliding- This is where the /l/ and the /r/ sounds are replaced with the /w/ or the 'y' sound. The voiceless 'th' sound (as in 'thank you') is replaced with a /f/ sound The voiced 'th' sound (as in 'with') is replaced with a /v/ sound</p>

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



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES	ONCE UPON A TIME		INTO THE WOODS!		ALL AROUND THE WORLD!		OFF ON AN ADVENTURE!		GROWING AND CHANGING!		I CAN TELL A STORY!	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	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 .											
MANAGING SELF	BEING ME IN MY WORLD New Beginnings See themselves as a valuable individual. Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Oral Hygiene		CELEBRATING DIFFERENCE Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving examples of how others might feel.		DREAMS AND GOALS Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.		RELATIONSHIPS What makes a good friend? Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.		HEALTHY ME Healthy eating Oral hygiene Random acts of Kindness Looking after pets Looking After our Planet 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		CHANGING ME Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.	
LINK TO BEHAVIOUR FOR LEARNING JIGSAW	Colour Monster In My Heart Perfectly Norman All are welcome here		Meesha Makes Friends It's OK to be different Barry the Fish		Here we are Mae among the stars Julian's Mermaid Because		Grumpy Frog Ish The Suitcase Paper Dolls Pink is for Boys		Oliver's Vegetables Pigeon series I love Tomatio Ketchup Peas!		Shine When I grow up My Monster and me My brilliant body	
	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <ul style="list-style-type: none">Controlling own feelings and behavioursApplying personalised strategies to return to a state of calmBeing able to curb impulsive behavioursBeing able to concentrate on a taskBeing able to ignore distractionsBehaving in ways that are pro-socialPlanningThinking before actingDelaying gratificationPersisting in the face of difficulty.						<i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i> <i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i>					



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GENERAL THEMES	ONCE UPON A TIME	INTO THE WOODS!	ALL AROUND THE WORLD!	OFF ON AN ADVENTURE!	GROWING AND CHANGING!	I CAN TELL A STORY
PHYSICAL DEVELOPMENT	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 .					
FINE MOTOR	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Dough Disco WRITE DANCE	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. Dough Disco WRITE DANCE	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 Dough Disco WRTE DANCE	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Dough Disco WRITE DANCE 2	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross WRITE DANCE 2	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 WRITE DANCE 2
GROSS MOTOR	BEAM / Gymnastics Climbing – outdoor equipment 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. Balanceability Two-wheeled balance bikes	Gymnastics 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. Two-wheeled balance bikes skateboards, wheelbarrows, prams and carts are all good options	Balance- children moving with confidence dance related activities 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 Gymnastics ./ Balance	Ball skills- throwing and catching Ball skills- aiming, dribbling, pushing, throwing & catching, 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.	Races / team games involving gross motor movements Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Balanceability Two-wheeled balance bikes and pedal bikes without stabilisers, dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
WEEKLY PE LESSON	From Development Matters 20': 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. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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.					

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



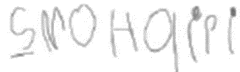
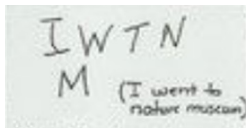
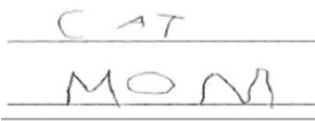
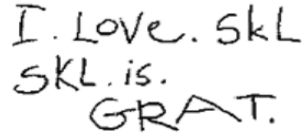
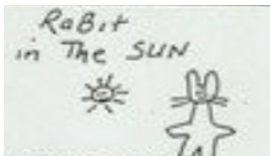
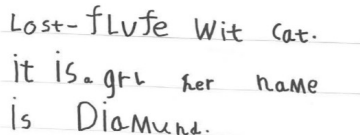
RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	INTO THE WOODS!	ALL AROUND THE WORLD!	OFF ON AN ADVENTURE!	GROWING AND CHANGING!	I CAN TELL A STORY!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the school library weekly WORD READING Floppy Phonics	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)					
	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. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. to retell the story – Story Maps. Tales Toolkit (Character, Setting, Problem, Solution) Retelling of stories.. Non-Fiction Focus 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 – Using Tales Toolkit strategy. 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. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. 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.
	Phonemic Awareness Phonic Sounds: <i>saipinmd</i> Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Introduce sounding out hands	Phonic Sounds: <i>gock ck eurhbf ff</i> Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. 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. heart words: I, the, to, no, go, into	Phonic Sounds: <i>l ll le ss jnnwxyz zz qu</i> Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Heart Words: he, she, we, be, me	Phonic Sounds: <i>ch sh th ng dge ve wh cks tch nk</i> Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Help children to become familiar with digraphs. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words . Heart Words: was, you, they, all, are, my, her	Phonic Sounds: <i>ai ee igh oa oo oo ar or ur</i> Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Children should not be required to use other strategies to work out words. Heart Words: said, have, like, so, do, some, come	Phonic Sounds: <i>ow oi ear air er er ue ue ure ture</i> Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Heart Words: Review all End of term assessments Transition work with Year 1 staff

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	INTO THE WOODS!	ALL AROUND THE WORLDS!	OFF ON AN ADVENTURE!	GROWING AND CHANGING!	I CAN TELL A STORY!
WRITING	<p>Texts as a Stimulus: Nursery Rhymes 3 Little Pigs The Gingerbread Man Little Red Riding Hood</p> <p>Make marks Label characters Create a wanted poster to catch the wolf</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: The Gruffalo (Journey story) Sequence the story Speech bubbles</p> <p>Owl Babies (Drama and Story Plans)</p> <p>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 simple statement</p>	<p>Texts as a Stimulus: Dear Zoo CVC words / simple sentence writing using high frequency words</p> <p>Snail and The Whale: Labels and simple captions</p> <p>Handa's Surprise Report about the animals eating the food.</p> <p>Writing some of the tricky words such as I, me, 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.</p>	<p>Texts as a Stimulus: We're Going on a Bear Hunt– retell parts of the story / repeated refrains / speech bubbles</p> <p>Whatever Next!- Character Descriptions</p> <p>How to Catch a Star - Instructions</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the events in a story. Recount – A trip Character descriptions. Write a sentence beginning to use finger spaces.</p>	<p>Texts as a Stimulus: Minibeast Fact Files Oi Frog – Rhyming pairs Very Hungry Caterpillar: Retell the story in own words</p> <p>The Bee and Me: Write own version</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Labels and captions – life cycles Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences</p>	<p>Texts as a Stimulus: Petra It's Not a Stick Chalk Writing from picture stimulus</p> <p>Write an autobiography Information Text Recount</p> <p>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</p>
TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	We will encourage children's independence and decision-making, supporting them to learn through their mistakes.					
PROGRESSION						



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	INTO THE WOODS!	ALL AROUND THE WORLD!	OFF ON AN ADVENTURE!	GROWING AND CHANGING!	I CAN TELL A STORY!
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i> White Rose Maths Daily Session NUMBERBLOCKS	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.					
	Just Like Me: <ul style="list-style-type: none"> - I can match and sort objects. - I can compare amounts. - I can compare mass, size and capacity. - I can explore simple repeating patterns. Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Introduce Numberblock characters and stories	It's Me 1,2,3 <ul style="list-style-type: none"> - Representing, comparing and composition of 1, 2, 3. - Circles and Triangles - Positional Language - Subitising - One Number each week. Light and Dark <ul style="list-style-type: none"> - Count up to five objects. - One more or one fewer - Order numbers 1 –5 - Conservation of numbers within five - One more and one less - Shapes with 4 sides - Passing Time 	Alive in 5 <ul style="list-style-type: none"> - Introducing zero - Comparison and composition of numbers to 5 - Compare mass and capacity - One more or fewer, one greater or less Growing 6,7,8 <ul style="list-style-type: none"> - Introduce, compare and composition of 6, 7, 8 - Making pairs - Combining two groups - Length and Height - Describe and sort 2-D and 3-D shapes - Days of the week - Sequence daily events 	Building 9 & 10 <ul style="list-style-type: none"> - Introducing and composition of 9 and 10. - Comparing numbers to 10. - Number bonds within and to 10. - 3D Shape - Exploring repeating patterns and number patterns. Consolidation	To 20 and Beyond <ul style="list-style-type: none"> - Building numbers beyond 10. - Counting patterns beyond 10. - Match, Rotate and Manipulate - Adding more - Taking away - Spatial reasoning (compose and decompose) First Then Now <ul style="list-style-type: none"> - Relationship between doubling and halving - Subitising - Number bonds to 10 	Find my Pattern <ul style="list-style-type: none"> - Explore numbers and strategies - Recognise and extend patterns - Apply number, shape and measures knowledge - Count forwards and backwards - Sharing and Grouping amounts - Even and odd On the Move <ul style="list-style-type: none"> - One more one less - Estimate and count - Spatial (Visualise and build) - Deepening understanding - Patterns and relationships

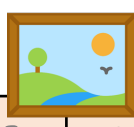
Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	INTO THE WOODS!	ALL AROUND THE WORLD!	OFF ON AN ADVENTURE!	GROWING AND CHANGING!	I CAN TELL A STORY!
UNDERSTANDING THE WORLD RE / FESTIVALS 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. LINKS TO KS1: HISTORY, GEOGRAPHY AND SCIENCE	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.					
	<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. Talk about members of their immediate family and community.Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.Share different cultures versions of famous fairy tales.Long ago – How time has changed. Using cameras.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.Describing key features of a plant.Introduce the children to the concept of a King and QueenDescribe Castles as a setting History – Kings and Queens Science - Plants	<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.Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need.Can children talk about their homes and what there is to do near their homes?Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/differentCan talk about trees and plants that grow in their local environment.How do plants grow?Take children to places of worship and places of local importance to the community.Look for children incorporating their understanding of the seasons and weather in their play.Autumn WalkWhat are nocturnal and diurnal animals?Walk around the local area – how has the area changed over time? History – Victorians Science - Plants	<ul style="list-style-type: none">Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.Look at the difference between our country and one other country. Encourage the children to make simple comparisons.Discuss how animals have adapted to live in different climates.Introduce the children to the idea of climate (hot and cold)What can we do here to take care of animals in the jungle?Use bee-bots on simple maps. Encourage the children to use navigational language.Introduce the children to significant explorers and eventsCan children differentiate between land and water.Experimenting with different materials and their properties.Materials: Floating / Sinking – boat building Metallic / non-metallic objects.Winter WalkVisit from the Animal Man Geography – Africa Science - Materials	<ul style="list-style-type: none">Can children make comments on the weather, culture, clothing, housing.Change in living things – Changes in the leaves, weather, seasons,Provide opportunities for children to note and record the weather.Spring WalkEncourage 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.Use the cameras and I padsIntroduce the children to significant figures in history – Little People Big DreamsHow have things changed over time. What changes can you see?Train rideHow has transport changed over time?What do you want to be when you grow up? Introduce the children to different career options.Begin to understand that these events happened before they were born. History – The Moon Landings Science – Materials	<ul style="list-style-type: none">Explore a range of minibeasts. Learn their names and label their body parts.Minibeast huntPond DippingUse images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they seeListen to children describing and commenting on things they have seen whilst outside, including plants and animals.Building a 'Bug Hotel'Use the BeeBotsLifecycle of frogs, minibeasts and chicks.How do animals and humans grow and change?Ducklings visitExplore atlases and Google Maps. Compare different countries and their features.Begin to understand that these events happened before they were born.Samuel Pepys Show History – The Great fire of London Science – Animals and Humans	<ul style="list-style-type: none">Learn about the key features of a map.Think about how we can tell stories using simple maps.What does our local area look like?Introduce the children to aerial views.Bee Bots – make and programme maps.How have we grown and changed?Introduce the children to autobiographies.What would you like to be when you grown up?Visit a synagogue – how is this place of worship different to our Church?Explore the world around us and see how it changes as we enter Summer. Geography – Map Makers Science – Animals and Humans
	Why is the CHURCH special to Christians? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Why do Christians perform Nativity plays? Diwali Hannukah Christmas	Why is the word of God so important to Christians? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Why do Christians put a cross in the Easter Garden? Holi Palm Sunday Passover Easter Start of Ramadan	What can we learn from the Old Testament stories? Eid Shavuot	What do Christians believe is special about Jesus and the message he brings? Summer Solstice

Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	INTO THE WOODS!	ALL AROUND THE WORLD!	OFF ON AN ADVENTURE!	GROWING AND CHANGING!	I CAN TELL A STORY!
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>					
	<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, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>ART- The Use of Colour Music - Charanga</p>	<p>Listen to music and make their own dances in response. (Ballet – Snow Queen and Nutcracker)</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 Role Play of The Nativity</p> <p>Nature Art – Forest School</p> <p>ART – Landscapes Music - Charanga</p>	<p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Sewing skills – children taught running stitch</p> <p>Looking at patterns in nature – independently recreating what they can see.</p> <p>ART– African Art Music - Charanga</p>	<p>Make different textures; make patterns using different colours</p> <p>Junk modelling, houses, bridges boats and transport</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p> <p>Creating different transport models.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function..</p> <p>ART – Space Art Music - Charanga</p>	<p>Junk Modelling Tudor Houses and Sketching London Skyline</p> <p>Printing using materials in the classroom.</p> <p>Still Life and observational drawings of flowers – what can you see in the garden? Van Gogh inspiration.</p> <p>Creating independent representations of the ducklings and butterflies using paint, junk modelling, fabric etc.</p> <p>Collage owls / symmetrical butterflies /Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>ART – Artist Study Music – Charanga</p>	<p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Rock/pebble painting</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing</p> <p>Father's Day Crafts</p> <p>ART – Printing Music - Charanga</p>

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



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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</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>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 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>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>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 scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>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>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>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>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 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>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.