


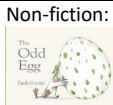




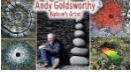




# Nurture | Grow | Succeed

## Reception Long Term Plan 2023-2024

<b>Long Term Plan Overview</b>	<b>Autumn Term 1 8 weeks</b>	<b>Autumn Term 2 7 weeks</b>	<b>Spring Term 1 5 weeks</b>	<b>Spring Term 2 6 weeks</b>	<b>Summer Term 1 6 weeks</b>	<b>Summer Term 2 7 weeks</b>
<b>Overarching themes</b>	<b>Ourselves, houses and homes, people who help us</b>	<b>Autumn, celebrations, light and dark</b>	<b>Around the world, journeys and transport</b>	<b>Farm animals, Easter &amp; new life, Spring</b>	<b>Growing, minibeasts, life cycles</b>	<b>Under the sea, seaside</b>
<b>PSED 1 decision PSHE scheme</b> (this may vary as it is designed to be a responsive curriculum)	Feelings and emotions Relationships	Keeping healthy Staying safe	Our world	Computer and online safety	Being responsible	Change and transitions
<b>Phonics RWI phonic scheme</b>	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends. To be exposed to some common exception words: put, the, l, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.
<b>Literacy: T4W</b> (this may vary depending on children's interests)				Non-fiction: Farm recount 		
<b>Maths White Rose Education Maths scheme</b>	Getting to know you Match, sort and compare Talk about measure and patterns Its me! 1,2,3	Its me! 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8	Length, height and time Building 9 and 10 Exploring 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Consolidation
<b>UofW</b>	Human life cycle, growing and change Autumn, celebrations, light and dark Observing Autumn and changes Light and dark		Around the world, journeys and transport Farm animals, Easter & new life, Spring Parts of a plant		Growing, minibeasts Life Cycles (of a caterpillar) Under the sea, seaside, transition Recycling	
<b>ExAD</b>	<b>Autumn 2: Autumn, celebrations, light and dark</b> Jackson Pollock: Firework paintings 	<b>Spring 2: Farm animals, Easter &amp; new life, Spring</b> Vincent van Gogh: Sunflowers 	<b>Summer 1: Growing, minibeasts</b> Andy Goldsworthy: Nature Art 			
<b>Music – Charanga</b>	Me!	My stories	Everyone	Our world	Big bear funk	Reflect, rewind, replay



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	Autumn Term 1 8 weeks	Autumn Term 2 7 weeks	Spring Term 1 5 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
<b>Key Themes</b>	<b>Ourselves, houses and homes, people who help us</b>	<b>Autumn, celebrations, light and dark</b>	<b>Around the world, journeys and transport</b>	<b>Farm animals, Easter &amp; new life, Spring</b>	<b>Growing, minibeasts, life cycles</b>	<b>Under the sea, seaside</b>
<b>Enrichment</b> <b>“PUPIL PASSPORT” across the year (cultural capital)</b>	Family photographs – share pictures of them as a baby  Visits from nurse/ police etc	Diwali workshop  Christmas assembly	Ian’s Farm visit to school	Dress up as an animal day	Caterpillar and butterflies  Making fruit kebabs	Whole school ‘fun day’
<b>Parental Engagement</b>	<p><i>Our parents are valued contributors to their child’s education and as practitioners we work hard to ensure that together, we work as a community to <b>Nurture, Grow and Succeed.</b></i></p> <p>Daily we invite parents into the classroom, helping their child to access the question of the day and complete ‘early bird’ tasks. Weekly, we provide ‘stay and play’ sessions, where parents are invited to stay for half an hour a morning, each week and play with their child, offering the opportunity to engage with staff and reflect on their child’s learning too.</p> <p>Half termly we also share with parents ‘2 key things to work on’ which is a focus both at school and at home.</p> <p>Key learning themes and topic coverage is communicated to parents via newsletters and regular updates via Seesaw.</p>					
<b>Key themes: parental and school focus</b>  These are shared with parents as a joint focus	Parent workshop: starting school-July Parent workshop: Phonics Parent ‘book look’ Newsletter Seesaw	Maths open morning Christmas craft morning Newsletter Seesaw	Parent ‘book look’ Newsletter Seesaw	Maths open morning Easter craft morning Newsletter	Parent ‘book look’ Newsletter	Maths open morning Newsletter Parent workshop: Transition to Year 1 Summer craft morning
	<b>2 Key Things to work on:</b> -Put my own coat on -Recognise my own name	<b>2 Key Things to work on:</b> -Put my own shoes on -Recognise numbers out of order to 10	<b>2 Key Things to work on:</b> - Use a knife and fork -Spell CVC words on my own	<b>2 Key Things to work on:</b> -Hop, skip and jump! -Making 5 different ways	<b>2 Key Things to work on:</b> -Put on and take off my own jumper -Form letters correctly	<b>2 Key Things to work on:</b> -Use a knife, fork & spoon -Making 10 different ways Double, sharing equally



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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>PRIME AREAS</b>						
<b>Personal, social and emotional development</b>	<p><i>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> and is <b>fundamental to their cognitive development</b>. Underpinning their personal development are the important <b>attachments</b> that shape their social world. Strong, warm and supportive <b>relationships with adults</b> 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. <b>Through adult modelling and guidance</b>, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through <b>supported interaction</b> 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.</i></p>					
<b>1 decision PSHE scheme</b> (this may vary as it is designed to be a responsive curriculum)	<p><b>Feelings and emotions</b> <b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Understanding emotions</li> <li>- Develop strategies for managing feelings - Understand that it is OK to ask for help.</li> <li>- Managing friendships and social interactions</li> <li>- Being aware of our own needs and having empathy for and understanding of others</li> </ul>	<p><b>Keeping healthy</b> <b>Staying safe</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of the importance of making healthy choices- health, diet, sleep, screentime, germs, oral health)</li> <li>- Identifying risks to keep ourselves and others safe</li> <li>- Understand that rules help to keep ourselves and others safe</li> </ul>	<p><b>Our world</b></p> <ul style="list-style-type: none"> <li>- Understand similarities and differences</li> <li>- Identify people who help us in our local community</li> <li>- Respecting the local environment</li> </ul>	<p><b>Computer and online safety</b></p> <ul style="list-style-type: none"> <li>- Understand the risks and how to stay safe when using technology</li> </ul>	<p><b>Being responsible</b></p> <ul style="list-style-type: none"> <li>- Understand that sometimes we have to do things that we don’t like doing</li> <li>- Developing a sense of responsibility</li> </ul>	<p><b>Change and transitions</b></p> <ul style="list-style-type: none"> <li>- Managing new experiences</li> <li>- Taking on new challenges</li> <li>- Building confidence - Managing changes at home</li> </ul>
• Building relationships	Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.	Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to	Children are building relationships through play and talk and converse to many of their peers.	Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.	Children know if they have hurt someone’s feelings. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends.



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<ul style="list-style-type: none"> <li>• Self-regulation</li> </ul>	<p>Children talk about their feelings to trusted adults or special friends.</p>	<p>Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.</p>	<p>Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week.</p>	<p>Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school.</p>	<p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.</p>	<p>Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.</p>
<ul style="list-style-type: none"> <li>• Managing self</li> </ul>	<p>Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders.</p> <p>Children are becoming more independent at school. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.</p>	<p>Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too.</p> <p>Children can put their coats on and are becoming more confident and skilled in using buttons and zips.</p>	<p>Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements.</p> <p>Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one.</p>	<p>Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible.</p> <p>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.</p>	<p>Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.</p> <p>Children are confident to try new things. They continue to develop their resilience and perseverance independently.</p>	<p>Children are proud of who they are and what they can do. They talk about themselves positively.</p> <p>Children continue to look after themselves and understand what healthy choices are.</p> <p>Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.</p>
<p><b>British Values</b></p>	<p><b>Within daily routines, teaching, learning, guiding and shaping our children’s minds and lives, we promote our British Values.</b></p> <p>Democracy: making decisions together:            Rule of law: understanding rules matter            Individual liberty: freedom for all            Mutual respect and tolerance: treat others as you want to be treated</p> <p><b>As a school we have a whole school pupil passport, where children have personal development targets to achieve throughout their school career. This pupil development passport is shared throughout the entire child’s school career, starting in Reception.</b></p>					



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<p><b>Communication &amp; language</b></p>	<p><i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading daily to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to introduce, model and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and <b>sensitive questioning that invites them to elaborate</b>, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</i></p>					
	<p>Early Years curriculum ambition is underpinned by communication and language focus, to enable the foundations of good communication skills. C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions such as ELKLAN, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p> <p><u>Ongoing and developed throughout the year;</u></p> <ul style="list-style-type: none"> <li>• Children will continue to learn new vocabulary and its meaning.</li> <li>• Learn to speak with confidence during group times.</li> <li>• Children will continue to use new vocabulary in conversations and discussions – with teachers and peers.</li> <li>• Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory.</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>• Use story language to retell familiar stories.</li> </ul>					
<ul style="list-style-type: none"> <li>• Listening, attention and understanding</li> </ul>	<p>Children are beginning to listen to other, during story time and show an interest in the books being read.</p> <p>Children show some attention – this may only be for a short time.</p> <p>Children joining in with story time, rhymes, poems.</p> <p>Children following clear instructions with 2-3 parts.</p>	<p>Children are listening more on the carpet and when being spoke to by their teacher and peers</p> <p>Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.</p> <p>Children responding to questions based on a text that has been read.</p> <p>Children discussing events in stories and</p>	<p><b>Continuing to develop</b> in lots of different situations; carpet time, assembly, phonics and other lessons.</p> <p>Children being attentive during classroom tasks – both guided and independent.</p> <p>Children making predictions about what might happen next in a story.</p>	<p>Children pay attention to the person talking.</p> <p>Children can maintain attention in different contexts. Children show attention to both peers and adults</p> <p>Children using talk to resolve conflict, discuss their ideas and give reason.</p> <p>Children asking questions to</p>	<p>they can listen in a range of situation and can listen while taking part in a guided task while remaining on task</p> <p>Children are developing their attention skills to both listen and continue with an activity.</p> <p>Children keep play going by conversing and extending conversation. Children ask and answer questions</p>	<p>Children show good listening skills and can listen to one another, adults and new people with great skill.</p> <p>Children attend to others in play. Children show good levels of attention during learning tasks</p> <p>Children asking questions and for clarification on new knowledge. Children</p>



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		<p>asking questions about these.</p> <p>Children understanding appropriate 'why' questions.</p>	<p>Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.</p>	<p>clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.</p>	<p>Children following clear instructions with 3+ parts. Children using new knowledge and vocab in conversation and play.</p>	<p>explaining themselves if misunderstood.</p> <p>Children can retell a story showing a good understanding and using a large number of words and new vocabulary in their conversations and during discussions.</p>
<p>• Speaking</p>	<p>Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.</p>	<p>Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme</p>	<p>Children explaining things through speech. Children describing things through speech. Children starting to use past tense.</p>	<p>Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.</p>	<p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.</p>	<p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.</p>
<p><b>Physical Development</b></p>	<p><i>Physical activity is <b>vital in children's all-round development</b>, enabling them to pursue <b>happy, healthy and active lives</b>. Gross and fine motor experiences <b>develop incrementally throughout early childhood</b>, 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 <b>opportunities for play both indoors and outdoors</b>, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the <b>foundation for developing healthy bodies and social and emotional well-being</b>. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. <b>Repeated and varied opportunities</b> 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.</i></p>					



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*Throughout the year children are provided with multiple opportunities which will strengthen the key stages of physical development. These are not confined to certain points in the year but are in line with the children's individual next steps. Children's skill progression will differ depending on the child's individual stage of development.*

**Shoulder Pivot:** Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck. Activities: Painting with mops, digging, painting in big spaces, seeping, pushing large objects, scooter play.

**Elbow Pivot:** Children will be able to use movement further down their arm.

Activities: Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.

**Wrist Pivot:** Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin.

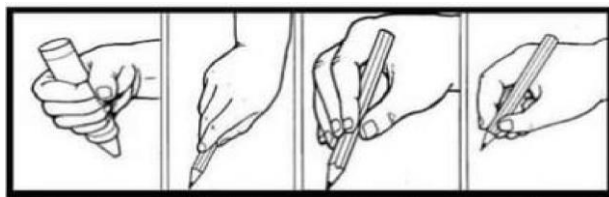
Threading, sewing, lacing pictures, water and sand play.

**Fine Motor Strength:** Children need to develop their fine motor skills. This means muscles in their hands can strengthen.

**Activities:** Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.

### Pencil Grip Development

According to their stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently.



### Ongoing and developed throughout the year:

- Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport.
- Children will develop their fine motor skills to use a range of tools safely and confidently.
- Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon.
- Children will develop a good posture when sitting at a table (classroom and dinner times)
- Develop a good pencil grip ready for Year 1 writing expectations.

<ul style="list-style-type: none"> <li>• Gross motor development</li> </ul>	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.
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<ul style="list-style-type: none"><li>• Fine motor skills</li></ul>	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.	Developing an effective pencil grip. Developing skill when using tools including scissors.	Children forming recognisable letters with an effective pencil grip.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
SPECIFIC AREAS						
Literacy	<p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing).</p>					
<b>Literacy: T4W texts</b> (this may vary depending on children's interests)				<p>Non-fiction: Farm recount</p>		



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<ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Children join in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children spotting familiar words in books.</p>	<p>Children being able to sequence events from a familiar story. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions.</p>	<p>Children having favourite books and rhymes. Say what they liked or disliked about a story. When listening to a story, children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.</p>	<p>When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story, children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p>	<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.</p>	<p>Children converse about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.</p>
<ul style="list-style-type: none"> <li>• Word reading</li> </ul> <p>Phonics RWI synthetic phonic scheme</p>	<p>Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).</p>	<p>Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.</p>
<b>By the end of each ½ term, children should be able to:</b>						
- Read all single letter set 1 sounds		- Read all set 1 sounds. - Blend sounds into words orally	- Blend sounds to read words - Read short ditty stories.	Read Red storybooks - Read Green storybooks. - Read some set 2 sounds.		- Read Green or Purple storybooks. - Read some set 2 sounds.



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<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<p>Writes their name - copying it from a name card or and trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Has increasing control when making marks and drawing.</p>	<p>Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Children building and recording simple CVC words.</p>	<p>Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play.</p>	<p>Children moving onto caption writing.</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.</p>
<p><b>Mathematics</b></p>	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a <b>deep understanding</b> of the numbers to 10, the <b>relationships</b> between them and the <b>patterns</b> 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 <b>rich opportunities</b> 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.</i></p>					
<p><b>White Rose Education Scheme of work</b> Small steps</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical patterns</li> </ul>	<p><b>Getting to know you (2 weeks - baseline)</b></p> <ul style="list-style-type: none"> <li>• Establish maths through routines (tens frame buses, 100 days in school, calendar activities)</li> </ul> <p><b>Match, Sort &amp; Compare (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Match objects</li> <li>• Match pictures and objects</li> <li>• Identify a set</li> <li>• Sort objects to a type</li> </ul>	<p><b>It's Me 1, 2, 3 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 1, 2 and 3</li> <li>• Subitise 1, 2 and 3</li> <li>• Represent 1, 2 and 3</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 1, 2 and 3</li> </ul> <p><b>Circles and triangles (1 week)</b></p> <ul style="list-style-type: none"> <li>• Identify and name circles and triangles</li> <li>• Compare circles and triangles</li> </ul>	<p><b>Alive in 5 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Introduce zero</li> <li>• Find 0 to 5</li> <li>• Subitise 0 to 5</li> <li>• Represent 0 to 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul> <p><b>Mass and Capacity (1 week)</b></p> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Find a balance</li> <li>• Explore capacity</li> </ul>	<p><b>Building 9 and 10 (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 9 and 10</li> <li>• Compare numbers to 10</li> <li>• Represent 9 and 10</li> <li>• Conceptual subitising to 10</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition to 10</li> <li>• Bonds to 10 (2 parts)</li> <li>• Make arrangements of 10</li> <li>• Bonds to 10 (3 parts)</li> </ul>	<p><b>To 20 and beyond (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Build numbers beyond 10 (10-13)</li> <li>• Continue patterns beyond 10 (10-13)</li> <li>• Build numbers beyond 10 (14-20)</li> <li>• Continue patterns beyond 10 (14-20)</li> <li>• Verbal counting beyond 20</li> <li>• Verbal counting patterns</li> </ul>	<p><b>Sharing and grouping (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Explore sharing</li> <li>• Sharing</li> <li>• Explore grouping</li> <li>• Grouping</li> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> </ul> <p><b>Visualise, build and map (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• Identify units of repeating patterns</li> <li>• Create own pattern rules</li> </ul>



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	<ul style="list-style-type: none"> <li>• Explore sorting techniques</li> <li>• Create sorting rules</li> <li>• Compare amounts</li> </ul> <p><b>Talk about measure and patterns (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Compare size</li> <li>• Compare mass</li> <li>• Compare capacity</li> <li>• Explore simple patterns</li> <li>• Copy and continue simple patterns</li> <li>• Create simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes in the environment</li> <li>• Describe position</li> </ul> <p><b>1, 2, 3, 4, 5 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 4 and 5</li> <li>• Subitise 4 and 5</li> <li>• Represent 4 and 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 4 and 5</li> <li>• Composition of 1-5</li> </ul> <p><b>Shapes with 4 sides (1 week)</b></p> <ul style="list-style-type: none"> <li>• Identify and name shapes with 4 sides</li> <li>• Combine shapes with 4 sides</li> <li>• Shapes in the environment</li> <li>• My day and night</li> </ul>	<ul style="list-style-type: none"> <li>• Compare capacity</li> </ul> <p><b>Growing 6, 7, 8 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 6, 7 and 8</li> <li>• Represent 6, 7, and 8</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 6, 7 and 8</li> <li>• Make pairs-odd and even</li> <li>• Double to 8 (find a double)</li> <li>• Double to 8 (make a double)</li> <li>• Combine 2 groups</li> <li>• Conceptual subitising</li> </ul> <p><b>Length, Height and Time (1 week)</b></p> <ul style="list-style-type: none"> <li>• Explore length</li> <li>• Compare length</li> <li>• Explore height</li> <li>• Compare height</li> <li>• Talk about time</li> <li>• Order and sequence time</li> </ul>	<ul style="list-style-type: none"> <li>• Doubles to 10 (find a double)</li> <li>• Doubles to 10 (make a double)</li> <li>• Explore even and odd</li> </ul> <p><b>Explore 3D shapes (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Find 2D shapes within 3D shapes</li> <li>• Use 3D shapes for tasks</li> <li>• 3D shapes in the environment</li> <li>• Identify more complex patterns</li> <li>• Copy and continue patterns</li> <li>• Patterns in the environment</li> </ul>	<p><b>How many now? (1 week)</b></p> <ul style="list-style-type: none"> <li>• Add more</li> <li>• How many did I add?</li> <li>• Take away</li> <li>• How many did I take away?</li> </ul> <p><b>Manipulate, compose and decompose (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Select shapes for a purpose</li> <li>• Rotate shapes</li> <li>• Manipulate shapes</li> <li>• Explain shape arrangements</li> <li>• Compose shapes</li> <li>• Decompose shapes</li> <li>• Copy 2D shape pictures</li> <li>• Find 2D shapes within 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Explore own pattern rules</li> <li>• Replicate and build scenes and constructions</li> <li>• Visualise from different positions</li> <li>• Describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> <li>• Represent maps with models</li> <li>• Create own maps from familiar places</li> <li>• Create own maps and plans from story situations</li> </ul> <p><b>Make connections (1 week)</b></p> <ul style="list-style-type: none"> <li>• Deepen understanding</li> <li>• Patterns and relationships</li> </ul>
<p><b>Understanding of the World</b></p>	<p><i>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and <b>range of children’s personal experiences</b> 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, <b>listening to a broad selection of stories, non-fiction, rhymes and poems</b> will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building <b>important knowledge</b>, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i></p>					



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<ul style="list-style-type: none"> <li>Natural world (Science)</li> </ul>	<p><b>Ourselves, houses and homes, people who help us</b>  <b>Human life cycle, growing and change</b> Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.</p> <p><b>Autumn, celebrations, light and dark</b>  <b>Observing Autumn and changes</b>            Children learn about the seasons and know it is Autumn. Children explore seasons through stories, videos, books and talk about the seasons. Children have some understanding about the changes that happen in the world.</p> <p><b>Light and dark</b>            Children will learn about light and dark and link this to day and night. Children will explore how shadows are created and make their own. They will link this to nocturnal animals and explore British wildlife that is nocturnal.</p>	<p><b>Around the world, journeys and transport</b>            Children will learn about floating and sinking. What it means to float and sink. Explore materials which float and sink. Children will make a ‘boat’ that will float on water. Children will also explore how they will move the ‘boat’ across water by exploring materials that will support this (eg a sail).</p> <p><b>Farm animals, Easter &amp; new life, Spring</b>  <b>Parts of a plant</b>            Children can name parts of a plant and what it needs to grow. Children grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.</p>	<p><b>Growing, minibeasts</b>  <b>Life Cycles</b>  <b>Life cycle of a caterpillar</b>            Children can observe changes (Lifecycles). They can name and label the different parts of metamorphosis. Children care for and look after animals and encourage others to do so.</p> <p><b>Under the sea, seaside, transition</b>  <b>Recycling</b>            Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what ‘re-cycle’ means and why we should do it and how.</p>
<ul style="list-style-type: none"> <li>Natural world (Geography)</li> </ul>	<p><b>Ourselves, houses and homes (Place Knowledge)</b>            Children explore place knowledge of where they live.            Children recognise some environments are different to the one in which they live.</p>	<p><b>Around the world (Geographical Skills and Fieldwork, Place and Location Knowledge)</b>            Children recognise a map, can draw a simple map and listen to stories with maps. They recognise, know, and describe features of a studied location. Children learn the names of the United Kingdom. Children can draw information in the from a simple map.</p>	<p><b>Under the sea, seaside, transition (Location Knowledge)</b>            Children will use a world map/ globe to explore where the United Kingdom is. They will explore oceans and learn about the layers of the ocean and the sea creatures which live there.</p>
<ul style="list-style-type: none"> <li>Past and Present (History)</li> </ul>	<p><b>Ourselves, houses and homes, people who help us</b></p>	<p><b>Around the world, journeys and transport</b>            Children explore current methods of transport and compare similarities and differences to those from</p>	<p><b>Transition</b>            Children are confident in comparing and contrasting the past and present and can describe</p>



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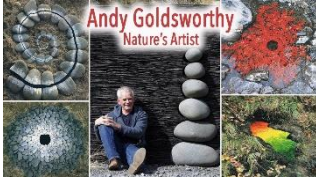
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	Children describe images of familiar situations in their past (family photographs shared). Children explore houses and homes current and from the past. Children talk about roles people have in society (both in the present and past). Children understand the need for these roles.		the past. Start to explore why transport has changed for the better.		and ask questions about old and new. They notice similarities and differences independently and talk about these.	
• People, culture and communities (RE)	<b>Autumn, celebrations, light and dark</b> October – Halloween November – Bonfire Night November - Diwali December - Christmas  Children learn about a range of festivals, faiths and religious celebrations and their similarities and differences and to their own.		<b>Around the world</b> February – Chinese New Year  <b>Easter</b> April – Easter  Children learn about a range of festivals, faiths and religious celebrations and their similarities and differences and to their own.		<b>Under the sea, seaside, transition</b> June - Eid  Children learn about a range of festivals, faiths and religious celebrations and their similarities and differences and to their own.	
Possible celebrations	Signs of Autumn Rosh Hashanah Sukkot All Saints Day	Signs of Winter. Diwali, Bonfire night, Hannukah Christmas	Chinese new year, Shrove Tuesday, St David's Day	Signs of spring. Growth/ new life. Holi Palm Sunday Passover Easter Start of Ramadan	Eggs/ chicks. Eid Shavuot	Signs of Summer. Summer Solstice
<b>Expressive Arts and Design</b>	<i>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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.</i>					
Creating with materials (D&T)	<b>Ourselves, houses and homes, people who help us</b> <b>(Design, make, evaluate: What? Who for? Why?)</b> Children will design a house for The Three Pigs. This might be orally planned or plans may be		<b>Around the world, journeys and transport</b> <b>(Design, make, evaluate: What? Who for? Why?)</b> To design and make a 'boat' that can complete a 'journey' across the water tray. Children will explore materials that float and sink, as well as		<b>Growing, minibeasts</b> <b>(Design, make, evaluate: What? Who for? Why?)</b> To make a free-standing 'beanstalk' like in Jack and the Beanstalk. Children will make informed choices about their selection of materials from a range to	



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	<p>drawn. Children will discuss basic features of a house to do so. It will be tested by sitting a teddy in – is it big enough? Provide a roof? Children will evaluate the effectiveness by fitting a toy in the house and deciding if it was a good home.</p> <p><b>Autumn, celebrations, light and dark (Design, make, evaluate: What? Who for? Why?)</b> Children will design and make a party hat for the Christmas Party. They will use a range of skills to fix items to decorate the hat, as well as measure their own head with adult support. They will predict the best way of fixing the hat together, then evaluate the effectiveness when wearing the hat.</p>	<p>how children will make the ‘boat’ sail across water. They will test their boat on the water and evaluate its effectiveness.</p>	<p>ensure it is strong, stiff and stable. They will reflect upon joins to decide the best method to make the ‘beanstalk’ stand on its own.</p> <p>Children will design and make fruit kebabs like in ‘The Very Hungry Caterpillar’.</p>
<p>• Being imaginative and expressive (Art)</p>	<p><b>Autumn 2</b> <b>Autumn, celebrations, light and dark</b> Jackson Pollock Firework paintings</p>  <p>Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>	<p><b>Spring 2</b> <b>Farm animals, Easter &amp; new life, Spring</b> Vincent van Gogh Sunflowers</p>  <p>Exploration of Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>	<p><b>Summer 1</b> <b>Growing, minibeasts</b> Andy Goldsworthy Nature Art</p>  <p>Exploration of Andy Goldsworthy through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>
<p>• Being imaginative and expressive (Music)</p>	<p><b>Music lesson: Charanga</b> <b>Autumn 1: Me!</b> <b>Autumn 2: My Stories</b></p> <p><b>November – world nursery rhyme week</b></p> <p><b>Nursery Rhymes taught</b></p>	<p><b>Music lesson: Charanga</b> <b>Autumn 1: Everyone</b> <b>Autumn 2: Our World</b></p> <p><b>Nursery Rhymes taught</b> <b>Spring 1</b> Wheels on the bus</p>	<p><b>Music lesson: Charanga</b> <b>Autumn 1: Big Bear Funk</b> <b>Autumn 2: Reflect, rewind, replay</b></p> <p><b>Nursery Rhymes taught</b> <b>Summer 1</b> 5 speckled frogs</p>



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	<p><b>Autumn 1</b>          Head, shoulders, knees and toes          Clap your hands (when the day is done)          If you're happy and you know it          When Goldilocks went to the house of the bears</p> <p><b>Autumn 2</b>          12 days of Christmas</p> <p><b>On-going through term:</b>          Singing simple well know songs and rhymes.          Introducing new rhymes.          'Sound awareness' phonics.          Describing the sounds I can hear in the environment, such as my home.          Listening to music.          Weekly poems.          Christmas Performance – joining in with the words to sings and using actions. Performing in front of others.</p> <p>ARTIS: moving in time to music. Exploring how music makes me feel. Pitch Discrimination, pulse, language Awareness. Confidence, communication, participation.</p>	<p>Row row row your boat</p> <p><b>Spring 2</b>          Old Mac Donald          5 little ducks          Down in the jungle          Little flopsy rabbit          The animals went in 2 by 2</p> <p><b>On-going through term:</b>          Continue to sing familiar rhymes and songs.          Exploring musical instruments both in provision and music lessons, including body percussions.          Playing instruments in time and in a simple composition.          Creating repeating patterns with both voice and instruments.          Experimenting with changing voice with different tempo, pitch and dynamics.          Describing instrument sounds.</p> <p>ARTIS: moving in time to music. Exploring how music makes me feel. Pitch Discrimination, pulse, language Awareness. Confidence, communication, participation.</p>	<p>5 Little peas</p> <p><b>Summer 2</b>          The big ship sails on the ally ally oh          A sailor went to sea sea sea</p> <p><b>On-going through term:</b>          Continue to sing a range of familiar nursery rhymes and songs – singing sometimes in tune.          Talk about how music makes me feel.          Performing songs, rhymes, poems and stories and moving in time with the music.          Composing and adapting my own music using my voice and with instruments.</p> <p>ARTIS: moving in time to music. Exploring how music makes me feel. Pitch Discrimination, pulse, language Awareness. Confidence, communication, participation.</p>
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